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ABSTRACT

The handbook provides a guide for elementary school teachers (grades 1 through 6) in developing a curriculum around five general concepts: (1) there is dignity in all work, (2) the life of a culture depends on its workers who produce goods and services, (3) there are many kinds of work, (4) mankind uses tools for work, and (5) work has rewards. Each of the six sections covers a different level of concept exploration. All five general concepts are presented at each level with appropriate supporting material for the grade level. Each concept is followed by more specific subconcepts, behavioral objectives for the child in terms of concept investigation, and suggestions for learning activities to relate the behavioral objectives and concepts to the areas of language arts, mathematics, science, social studies, art, music, physical education, and tool technology. Also listed for each concept at all six grade levels are bulletin board suggestions and resources (references, field trips, resource persons, and audiovisual aids). (Author/MS)

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Public Schools of the District of Columbia

Career Education in the Inner City
A Career Development Exemplary Project

An Interdisciplinary Curriculum for Grades 1-6

Dr. James T. Guines
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Division of Instructional Services

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Superintendent of Schools

CE007407

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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These materials were designed under the provisions of Part D of Public Law 90-576 of the Vocational Education Amendments of 1968.

Revision. 1976

Career Education in the Inner City

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Foreword

This revision of the earlier draft (1973) of the interdisciplinary curriculum for grades 1-6, is offered by a committee of classroom teachers. It represents the culmination of two years of orientation by project staff, study and experience gained in efforts to infuse the concepts of career education into the activities of the present curriculum for the elementary school.

Using the concept-generalization format, the team has developed a basic document which provides suggestions for implementation which include a variety of activities which involve the community as an extension of the classroom.

Of essential importance to the program is the continuing emphasis upon development of the individual as a worthwhile member of society, increasingly able to make realistic decisions which will determine the course of his life.

The curriculum flows from five basic concepts essential to self realization in american society:

1. There is dignity in all work.
2. The life of a culture depends on its workers who produce goods and services.
3. There are many different kinds of work.
4. Mankind uses tools for work.
5. Work has rewards.

Used in conjunction with a Handbook of Suggested Activities (1971) and a Tour Guide (1973), this guide may prove helpful to the teacher who is embarking on a voyage into Career Education.

The Elementary Curriculum
Committee 1976

Table of Contents

LEVEL I. 1 - 59

LEVEL II. 60 - 135

LEVEL III. 136 - 227

LEVEL IV. 228 - 295

LEVEL V. 296 - 350

LEVEL VI. 351 - 409

LEVEL I

LEVEL I.

CONCEPT: There is dignity in all work.

SUB-CONCEPTS:

1. All work is important.
2. All work has value.
3. The world of work is interdependent.
4. Work means different things to different people.

BEHAVIORAL OBJECTIVES:

The student will be able to:

1. explain the importance of work.
2. tell that there are various ways of describing meanings of work.
3. state that there are different kinds of work.
4. express that different kinds of work require varying degrees and types of educational preparation.
5. match pictures of various workers with their jobs and be able to tell why each job is important.
6. list the workers in his own family.
7. describe how the members in his family decide the kinds of work they want to do.
8. tell why work has to be divided at home and at school.
9. explain how the division of work makes people interdependent.

BEHAVIORAL OBJECTIVES: (cont'd)

10. point out reasons why his job is important at home and at school.
11. describe how work provides the opportunity for one to enhance his dignity and worth.
12. define the terms, producers and consumers, and cite examples of each.

SUGGESTED ACTIVITIES:

Language Arts

1. Discuss the kinds of jobs done by various workers.
2. List the names of different workers on a chart.
3. Role play occupations in the classroom.
4. Discuss the jobs members of the family do in the home.
5. Describe the work parents and other relatives do and tell where they work.
6. Dramatize scenes of families working together and dividing their work.
7. After completing a related activity, write an experience story with the children.
8. Make a helpers chart together.
9. Tape children's descriptions of the tasks people must do to perform their work.
10. Read suggested poems and stories to children.
11. Enjoy learning and reciting favorite poems together.

Language Arts (cont'd)

12. Make chart stories of different jobs.

Mathematics

1. Discuss why people need money.
2. Discuss the value of money.
3. Use play money in the store which you and the children have set up in the room.
4. Make and use a bar graph to help children keep an inventory of the items in the store.
5. Give the items in the store prices similar to the prices that mother pays in a real store.
6. Figure the cost of a family's groceries by working on grocery lists.
7. Discuss items children want to buy; tell how they can help earn money to help purchase them.
8. Discuss children's allowances with them and how they can save it.
9. Set up a bank in the classroom. Make deposits and withdrawals.
10. Point out the concept that people are paid for the work they do.
11. Discuss the concept that people who get more training are paid more.

Science

1. Develop the concept that the use of one's body helps one to do work. (Lift objects, carry

Science (cont'd)

items, push objects.) Point out that the body is doing work.

2. Develop the idea that keeping a body well enables one to do his work well. Talk about how the children felt when they were ill. Discuss how when they felt better they were able to do things better.

3. Illustrate that useful work can be done by using mechanical energy.

4. Explain how weather effects the work that people do.

i.e., the farmer — the housewife

the weatherman — the postman

the airplane pilot — the painter

the construction worker

5. Discuss why some work can only be performed in certain climates.

i.e, fruit pickers — ski resort managers

6. Enumerate the ways in which science has made man's work easier. Compare life in grandmother's day with life today. Discuss how she had to do most things by hand or with very simple tools. Great grandmother used a washing board. She did not have a washing machine.

Social Studies

1. Set up an assembly line to complete a class project.

Social Studies (cont'd)

2. Go for a walk in the school neighborhood. Point out how people have divided labor in the neighborhood.

   i.e., the policeman the barber

   the mailman

   Note that people have different skills and work at the jobs they do best.

3. Make a mural about the community. Include such places as the supermarkets, laundry, post office, etc.

4. Tour the school and discuss jobs performed by school personnel.

5. Invite parents to come to the class to share important factors about their jobs and the tools they use. As a follow up, pupils can make chart stories and illustrations as a result of the parents' visits.

6. Visit a farm or dairy (such as Maryland University Farm or Embassy Dairy) and observe mass production of milk and milk products. Note each step in the mass production of milk. Also, list the workers involved.

Art

1. Draw family members.

2. Make a mural depicting family members working at home.

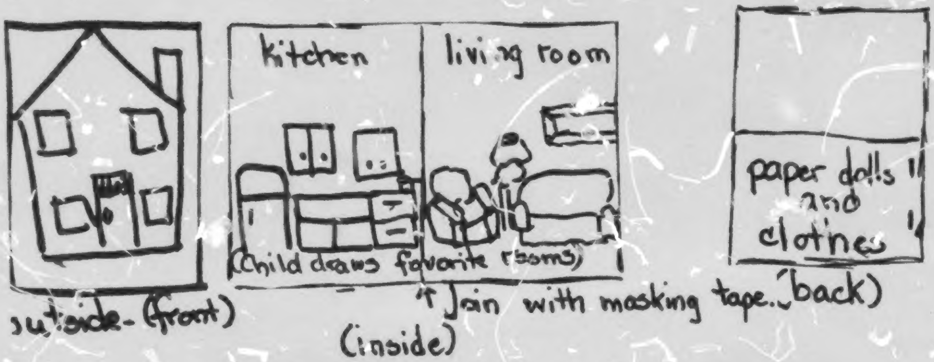
3. Make a diorama of the neighborhood, showing grocery stores, fleaners, gas stations, etc.

4. Make a collage out of magazine pictures of people at work.

Art (cont'd)

5. Make puppets of different workers.

6. Make paper dolls of members of families. Make individual houses out of tag board for doll family to live in.


kitchen
living room
(Child draws favorite rooms)
paper dolls and clothes
* Join with masking tape.
(back)
outside-(front)
(inside)

7. Make hats to depict various occupations.

8. Devise simple tools and instruments to use when role playing.

9. Put up a bulletin board of parents' occupations.

10. Put up a bulletin board showing how the jobs in the school or home are inter-related.

Music

1. Learn the "Song of Families". (See TRG, p. 21.)

2. Listen to recordings of songs about different workers.

   i.e., "I've Been Working on the Railroad"

   "The Policeman"

LEVEL I.

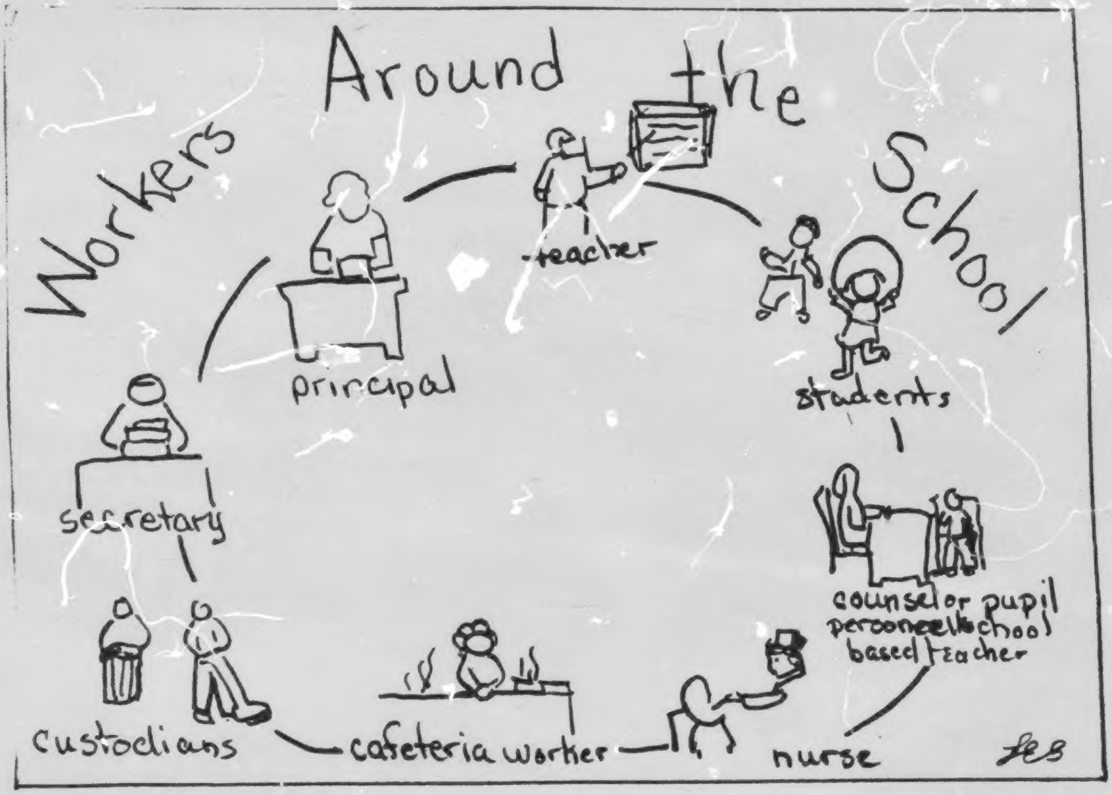
Physical Education

1. Do exercises that help to keep the body healthy.

Tool Technology

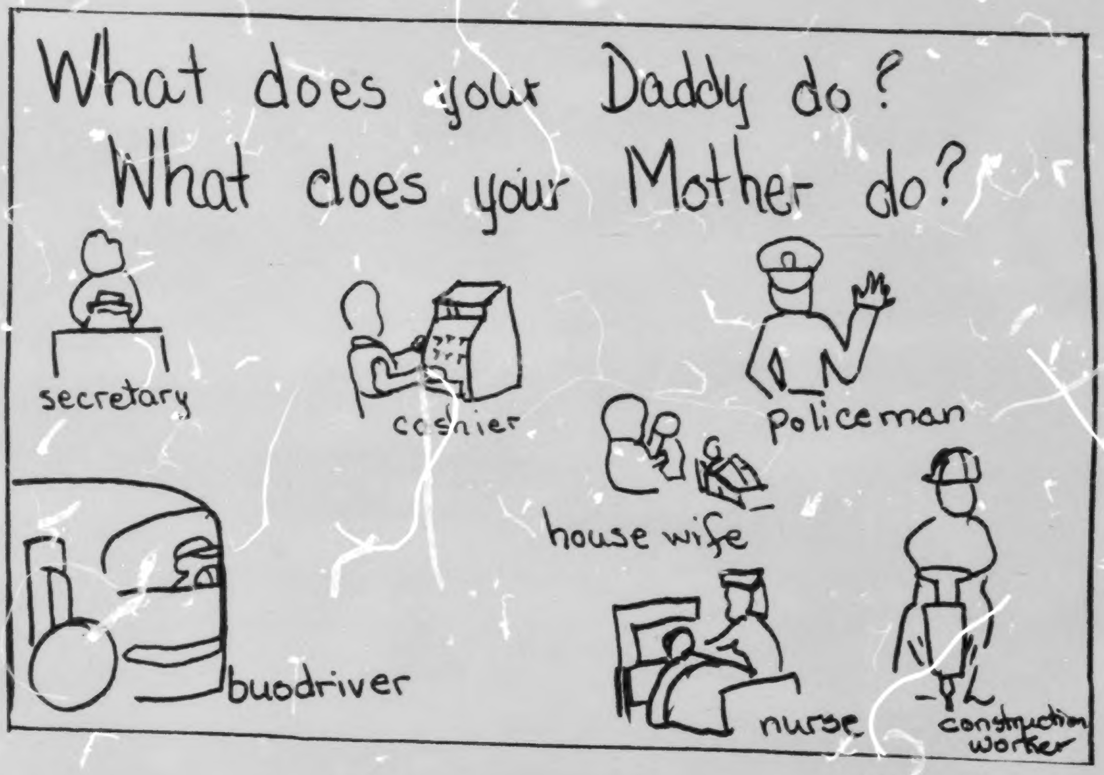
1. Match the proper tool with the right worker.
2. List the tools mother uses to make her work easier.

Bulletin Board Suggestions


Workers Around the School
principal
teacher
students
secretary
counselor pupil personnel school based teacher
custodians
cafeteria worker
nurse
LCS

LEVEL I.

Bulletin Board Suggestions (cont'd)


What does your Daddy do?
What does your Mother do?
secretary
cashier
policeman
house wife
busdriver
nurse
construction worker

Teacher References

Bell, Norman and Vogel, Ezra - A Modern Introduction to the Family, New York Free Press. A good study of the nature of the family.

Erikson, Eric - Childhood and Society - New York: Norton. Classic study of child development in relation to society.

Kirpatrick, Clifford - The Family: As Process and Institution, New York: Ronald Press. Deals with conceptions of family roles that each new generation inherits.

Teacher References (cont'd)

Linton, Ralph - The Study of Man, New York: Appleton-Century-Crofts. Classic textbook dealing with society, status, and roles.

Field Trips

1. American National Red Cross
2. D. C. Fire Department
3. Embassy Dairy
4. Maryland and Virginia Milk Producers
5. Maryland University Farm

Films

(Consult D. C. Public Schools
Educational Media Center Catalogues)

2441	"Fathers - What they do"
2442	"Mothers - What they do"
2433	"Dairy Farm Today"
2443	"Community Television"

Filmstrips

(Consult Eye Gate, 1975 Catalogue
Eye Gate House, New York; Jamaica)

43F	"What Makes Weather
256	"Community Adventures"
H550	"Workers of the Community"

LEVEL I.

Filmstrips (cont'd)

- H550A Auto Services
- H550B Supermarket
- H550C Applicance Repairman
- H550D Bus Driver
- H550E Local Newspaper Printer
- H550F Restaurant Helper
- S2 "Where Our Daddies Work"
- X513 "My Mother Works"
    - X513A "At Home"
    - X513B "In an Office at Home"
    - X513C "In a Business Office
    - X513D "In a Store"
    - X513E "In a Profession"
    - X513F "At a Surprising Job"
- X529 "Being Healthy
    - X529A "How Your Body Works"
    - X529B "Good Food and Good Health"
    - X529C "Cleaning Up"
    - X529D "Exercise and Rest"

Multi-media Kits

Benefic Press: Chicago. "You and Your Family" Experimental Development Program.

Multi-media Kits (cont'd)

Education Achievement Corporation. "Valuing Approach to Career Education, K-2 Series."

Instructo - No. 150, "Community Helpers".

Resource People

1. Barber
2. Grocery Store Manager
3. Parents
4. Policeman
5. Postman
6. Representative from Embassy Dairy
7. Representative from the Maryland University Farm
8. Workers in the School -

Cafeteria Worker

Counselor

Custodian

Nurse

Principal

Secretary

Teachers

Bibliography

Anglund, Joan Walsh. Love is a Special Way of Feeling. New York: Harcourt Brace Jovanovich. Love is "the happiness we feel when we help someone who needs us .... the joy in being understood even without words."

Bibliography (cont'd)

Arbuthnot, May Hill, et al. *The Arbuthnot Anthology of Children's Literature*. Illinois: Scott Freeman. On pages 11 - 13, poems are included about the policeman, the balloon man, the dentist, and the toll taker.

Barr, Jene. *What Can Money Do?* Chicago: Whitman. Deals with many aspects of money, including savings and the bank.

Beim, Jerrold. *Shoeshine Boy*. New York: Marrow. Teddy decides to be a shoeshine boy. He makes part of his equipment and borrows money from his brother to try to buy the rest.

Berg, Jean H. *There's Nothing to Do So Let Me Be You*. Philadelphia: Westminister. Baby racoon trades places with his parents and runs into problems as he works and they play.

Bishop, Claire H. *Five Chinese Brothers*. New York: Coward, McCann & Geoghegan. Five identical brothers each have one trait that saves all their lives.

Borach, Barbara. *Grandpa*. New York: Harper & Row. A little girl tells about her wonderful grandfather.

Brownstone, Cecily. *All Kinds of Mothers*. New York: McKay. Black mothers and white mothers, working and stay-at-home all share a love for their children.

Byars, Betsy. *Go and Hush the Baby*. New York: Viking. Big brother finds babysitting can be fun.

Clark, Ann Nolan. *The Desert People*. New York: Viking. Indian boy describes the daily life of the Papago Indians of the American Southwest.

Bibliography (cont'd)

Clark, Ann Nolan. In My Mother's House. New York: Viking. In free verse and simple language, a Pueblo Indian boy talks of his people: the home-life; the village life; farming; the need for irrigation, their products, and their values.

Colby, C. B. Night People. New York: Coward, McCann & Geogehan. Story of people who work at night.

Epstein, Samuel and Beryl. The Picture Life of Franklin Delano Roosevelt. New York: Watts.

Goode, William J. The Family. Englewood Cliffs, New Jersey: Prentice-Hall. A sociological study of the family.

Hoffman, Elaine and Hefflefinger, J. About School Helpers. Chicago: Melmont. Shows the important services provided by school helpers.

Judson, Clare. Abraham Lincoln. Chicago: Tallet.

Marina, Dorothy. Where Are The Mothers? Philadelphia: Lippincott. Jobs mothers do - painting the kitchen, working in an office and so forth.

Martin, Patricia M. One Special Dog. Skokie, Illinois: Rand McNally. Charlie White Horse looks after the family's sheep.

Meeks, Esther M. Jeff and Mr. James' Pond. Lothrop, Lee & Shepard. This science picture book tells how a small boy helps a farmer keep his pond fresh.

Panetta, George. The Shoeshine Boys. New York: Grosset & Dunlap. Tony Paccaccio's father loses his job because of automation. Tony wants to help out so he learns the shoeshine business from a friend.

Preston, Edna Mitchell. The Boy Who Could Make Things.

Bibliography (cont'd)

New York: Viking. A boy makes a paper family that he causes to behave the way he wants.

Puner, Helen. *Daddies - What They Do All Day*. New York: Lothrop, Lee & Shepard. Daddies shown working as doctors, office workers, miners, and window washers.

Schlein, William. *My Family*. New York: Abelard Schuman.

Scott, Ann Herbert. *Sam*. New York: McGraw-Hill. Sam gets in trouble till his family finds a job just right for him.

Shay, Arthur. *What Happens When You Put Money in the Bank*. Chicago: Reilly & Lee. Introductory economics for the primary grades.

Smith, Robert Paul. *When I Am Big*. New York: Harper & Row. Tasks a little boy is going to do when he gets big.

Tobias, Tobi. *Maria Tallchief*. New York: Thomas Y. Crowell. Story of a great American Indian ballerina and her contributions to the dance.

Zimelman, Nathan. *A Good Morning's Work*. Austin, Texas: Steck-Vaughn. Mitsuo, a Chinese boy, cuts weeds for a vegetable garden without disturbing the wonders of nature.

LEVEL I.

CONCEPT: The life of a culture depends on its workers who produce goods and services.

SUB-CONCEPTS:

1. Most family members are producers; all family members consume goods and services.

2. Family members who produce goods and render services support the family members who only consume.

3. While in the past most goods and services were produced at home, they are now produced primarily in factories and offices.

BEHAVIORAL OBJECTIVES:

The student will be able to:

1. differentiate between producers and consumers; goods and services.

2. prove that people consume many kinds of goods and services.

3. illustrate some of the activities of producers (doing useful work) in and around the home that result in the production of goods and the rendering of services.

4. illustrate the fact that family members render useful services.

5. show how all families are made up of producers and consumers.

6. explain in his own words that when a family member spends time producing goods and rendering services within the home he is consuming time which could be used for other purposes.

7. tell why different family members consume

BEHAVIORAL OBJECTIVES: (cont'd)

different goods and services.

8. explain how family members who are producers support family members who are only consumers.

9. explain that useful work can be rewarded in a variety of ways and that the work or its reward may benefit both the producers and those who only consume.

10. prove that today most goods are produced in factories.

11. demonstrate the effects of machines on people's life styles.

12. give examples of goods and services produced and rendered at home and of goods and services produced and rendered outside the home.

13. explain in his own words how many businesses depend on the production of goods and services by other businesses.

SUGGESTED ACTIVITIES:

Language Arts

1. Compile a picture dictionary of vocabulary words:

business
consume
consumer
factory
goods
labor
produce
producer
services
useful work
workplace

2. Label pictures of different workers as to whether these workers are producers or consumers.

Language Arts (cont'd)

3. With the class, write invitations to resource persons asking them to come and tell the students about the goods or services they render to the school or the community.

4. Write an experience story about the presentations of resource persons.

5. Enjoy presentations of parents demonstrating their jobs for the class. e.g., "Who am I?"

6. Label illustrations of workers who provide services or goods in the school.

7. Enjoy poems and stories related to the topic of consumers and producers.

Mathematics

1. Group pictures of producers and consumers into two sets. Then tell how many are in each set. Point out which sets have more or less.

2. Enact playlets illustrating the meanings of profit and risk.

3. Discuss the concept of income.

4. Enact playlets illustrating people receiving pay for goods produced or services rendered.

5. Count the different kinds of goods and services a school needs in oder to operate.

6. Set up a store with prices shown. Allow one group of pupils to select the five most expensive items and another group to select the five most inexpensive items.

7. Give each child a certain amount of money and a shopping list. Ask each child to tell how

Mathematics (cont'd)

much money he spent and how much money he has left.

8. Give a child one dollar. Ask him to tell how many things he can buy for 20¢ - how many he can buy for 10¢.

9. Discuss the cost of time for goods and services.

10. Compare the amount of time it takes to do a simple task manually versus the amount of time it takes to do the same tasks with a simple tool or machine.

Science

1. Identify animal homes and tell how these animals are producers and consumers.

2. Make a classroom terrarium or set up an aquarium. Observe the interdependence of the plants and animals living in either the terrarium or the aquarium.

3. Observe the activity of an ant colony. Note that some ants are producers and some ants are consumers.

4. Draw five animals and five plants that we use for food. Name the producers who help to prepare each animal or plant for us to eat.

5. List the services needed by producers in the preparation of our food.

6. Draw five machines and tell what producers use them.

Social Studies

1. Visit a grocery store. Make a list of the different types of services needed to operate a grocery store.

2. Tour the neighborhood. Classify the different businesses as to whether they render goods or services.

3. Match goods and services with where they are produced.

4. Visit and observe the operations of a bank. Discuss how a bank's services are interrelated with a producer's ability to do his job.

5. Discuss the services that are needed in order for mother to prepare dinner.

Art

1. Draw pictures of different kinds of producers and what they produce.

2. Make a mural illustrating some of the activities of producers.

3. Illustrate individual picture dictionaries.

4. Make a small model of a grocery store out of a cardboard box. Use a small toy truck and toy people to show how a grocery store is a producer and a consumer.

Music

1. Form an assembly line to make simple musical instruments for a rhythm band.

2. Use instruments to accompany songs about workers.

Music (cont'd)

3. Discuss how a band is dependent on other occupations for goods and services.

4. List all the people who work behind the scenes of a singing group. State the services they perform for the group.

Physical Education

1. Play the game "Producers and Consumers". Describe someone who is either a producer or a consumer. The students should clap if the person is a producer or rap on their desks if he is a consumer.

2. Let the children pantomine some of the activities of producers doing useful work. Ask the other children to name the producer.

3. Perform simple tasks manually; compare how much faster or easier the same tasks can be completed if a tool or simple machine were used.

Tool Technology

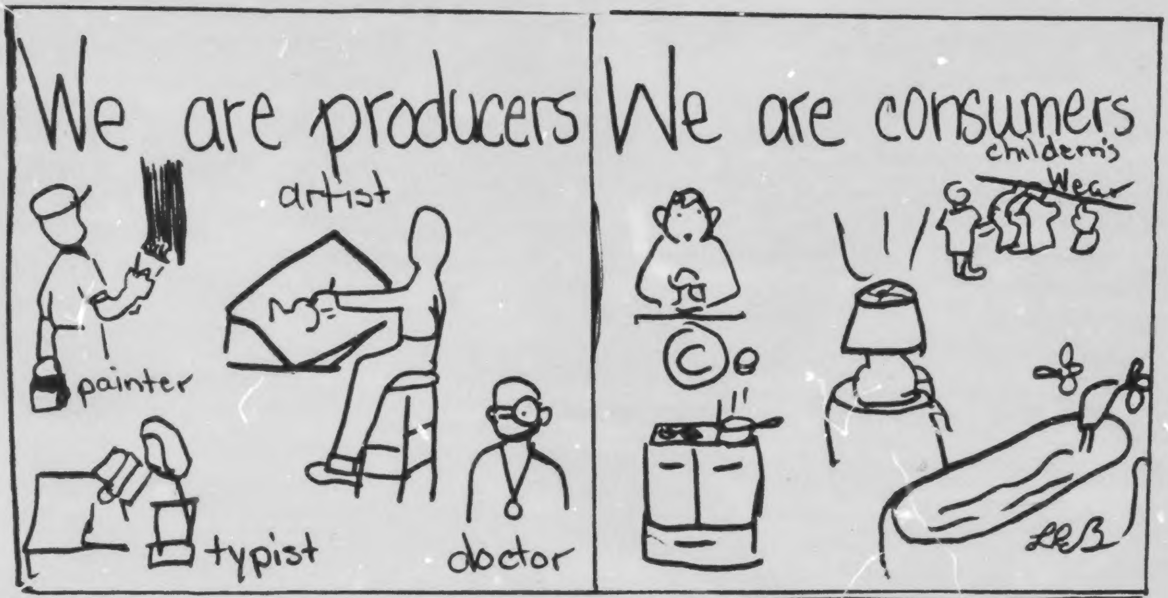
1. List tools producers and consumers use.

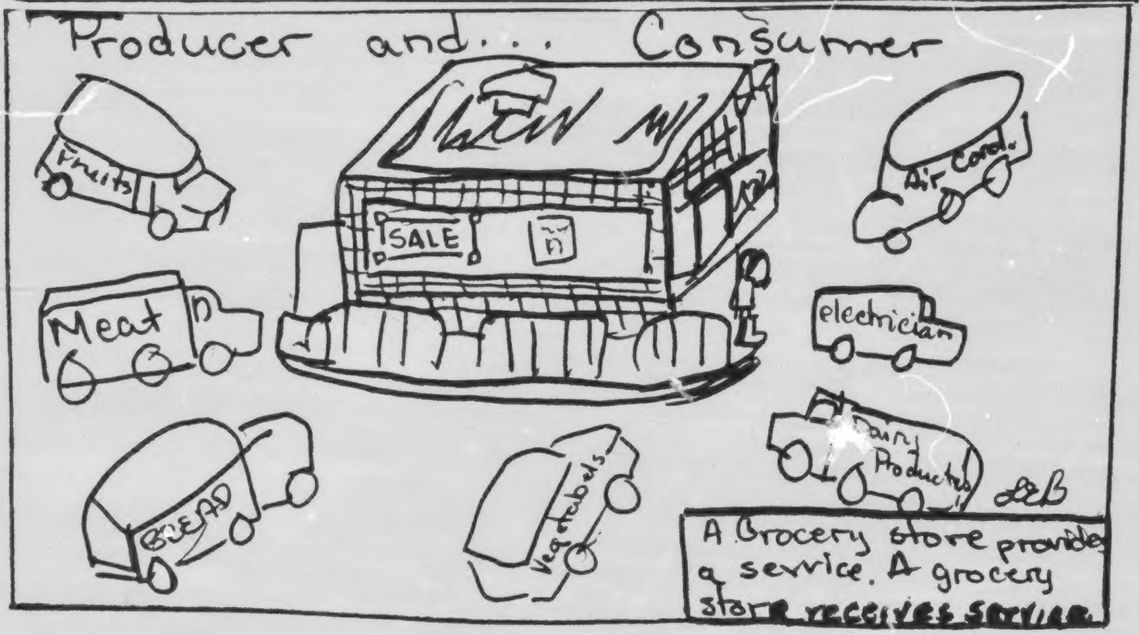
2. Discuss how trucks, trains, airplanes, etc. help producers get their products to the consumer.

3. List all the tools mother uses when she is preparing dinner.

LEVEL I.

Bulletin Board Suggestions


We are producers
artist
painter
typist
doctor
We are consumers
childern's Wear
LLB


Producer and... Consumer
Fruits
SALE
Air Cond.
Meat
electrician
BREAD
Vegetabels
Dairy Products
LLB

A Grocery store provides a service. A grocery store receives service.

LEVEL I.

Teacher References

Benson, Charles S., *The School and the Economic System*, Chicago: Science Research Association. Describes the economic issues that affect the schools.

Calder, Nigel, *The World in 1984*, Baltimore. Penguine discusses changing patterns of domestic life, education, leisure, and trade.

Samuelson, Paul, *Economics*, New York: McGraw-Hill. Classic text on economics.

Sirjamaki, John, *The American Family in the Twentieth Century*, Cambridge Massachusetts: Harvard University Press. A readable account of how the present form of the American family evolved.

Field Trips

1. Adelphi Mill
2. Post Office
3. Safeway Dairy

Films

(Consult D. C. Public Schools Educational Media Center catalogue.)

2430 - "Transportation by Helicopters"

2434 - "Community Services"

2440 - "The Food Cannery"

2446 - "Truck and Truck Transportation"

Filmstrips

239 - "Families in Actions" - New School Studies Level I. Analyzes similarities and dissirmilarities of eight families throughout

Filmstrips (cont'd)

the world. Four in U. S. presentation includes the following:

- physical environment of each family.
- basic composition of family.
- basic functions of the family.
- family patterns of behavior.

239A - "Let's Meet Some Families"

239B - Individualized Learning Guide for "Let's Meet Some Families"

239C - "Families Have Needs"

239D - Individualized Learning Guide

239E - "Families Work Together"

239F - Individualized Learning Guide

239G - "Children Go To School"

239H - "Children Go To School" - Learning Guide

239I - "Families Have Fun"

239J - "Families Have Fun" - Learning Guide

239K - "Families Are Different"

239L - "Families Are Different" - Learning Guide

X315 -- "How Things Are Made". Helps children realize that a combination of knowledge and talent went into making everyday things.

X315A - Assembling a Car

LEVEL I.

Filmstrips (cont'd)

X315B - Forming a Can

X315C - Processing Soup

X315D - Creating a Movie or TV Programs

X315E - Making Clothing

X315F - Crafting a Chair

X205 - "Understanding the Community". Looks at a typical town or community and familiarizes the student with what a town is, how it functions, what is common to all towns and what is different.

X235 - "Why Animals Live Where They Live". Basic interrelationship of plants and animals to their environment and the adaptations of animals to their environment. How each animal is suited to its environment; how each feeds; reproduces; survives its predators; as it in turn acts as a predator.

X235A - Sea Gulls

X235B - Squirrels

X235C - Frogs and Toads

X235D - Oysters, Clams

X235E - Water Birds

X235F - Earth Worms

Multi-media Kits

McGraw Hill Agriculture and Industry Set

BFA Education Media

The Jelly Bean Company

The Jelly Bean Company: Making and Selling Goods

LEVEL I.

Resource People

1. Banker
2. Barber
3. Construction Worker
4. Custodian
5. Doctor
6. Ice Cream Man
7. Salespeople
8. Television Repairman
9. Truck Driver
10. Veterinarian
11. Waitresses

Bibliography

Ayer, Jacqueline. A Wish for Little Sister. New York: Harcourt Brace Jovanovich. Story of a Siamese family of silk makers and what each does in making silk.

Brown, Myra. Company's Coming for Dinner. New York: Watts. Stevie helps prepare for company.

Carle, Eric. Pancakes, Pancakes, New York: Knopf. Story shows production of pancakes from grain to cooking.

Greene, Carla. Doctors and Nurses - What Do They Do? New York: Harper & Row. Introduction to these professions; discusses training, work, and hospital routines.

Hoffman, Elaine, and Hefflefinger, Jane. About Family Helpers. Chicago: Melmont. Family members work together in a congenial atmosphere. Talks about producers of goods and services.

Marino, Dorothy. Where Are the Mothers? Philadelphia: Lippincott. Helps children understand family responsibilities by showing mothers busy in many different places while the children are at school.

Bibliography (cont'd)

Miner, Irene. The True Book of Policemen and Firemen. Chicago: Childrens Press. Good book about two other groups of public servants.

Parker, Dorothy D. Liam's Catch. New York: Viking. Life in an Irish fishing village, where ten-year-old Liam's responsibility is to sight salmon runs.

Perl, Lila. No Tears for Rainey. Philadelphia: Lippincott. Father is in the hospital and mother has to go to work. The family must give up a beautiful home and move into a housing project.

Winn, Marie. The Man Who Made Fine Tops. New York: Simon & Schuster. Good explanations of the division of labor in story about man who made tops so well that all the children wanted them.

Wood, James. This Little Pig. Camden, N. J.: Nelson. The story of marketing.

Zion, Gene. The Plant Sitter. New York: Harper & Row. This book presents in a delightful way, how much "expert knowledge" is appreciated by customers.

LEVEL I.

CONCEPT: There are many different kinds of work.

SUB-CONCEPTS:

1. Labor is divided inside the home and outside the home.
2. Man divides labor between himself and machines.
3. Because labor is divided among the people of the world, people depend on one another.
4. Division of labor helps to produce better goods and services with fewer resources than could be produced without specialization.
5. Different regions and communities provide different jobs.

BEHAVIORAL OBJECTIVES:

The student will be able to:

1. cite specific examples of how labor is divided in his own family.
2. explain that materials and time can be saved by using the principle of the division of labor through which more can be accomplished more easily.
3. name the tasks that are usually performed by each member of his own family.
4. cite examples from home and the community of the division of labor, stating the advantages and disadvantages in each case.
5. evaluate the benefits and problems resulting from specialization.
6. list a number of specialists with whom they and other members of their families come into contact.

LEVEL I.

BEHAVIORAL OBJECTIVES: (cont'd)

7. list reasons why there are more producers of services today than producers of goods.

8. list the different tools that various specialists use in their work.

9. construct a display showing the interdependence of at least six different kinds of specialists.

10. demonstrate that specialization makes people depend on many other people to get things they need.

11. explain in his own words how countries as well as individuals are dependent on one another.

12. conclude that labor is divided by the workers of the world according to what goods and services their area is best suited to produce.

SUGGESTED ACTIVITIES:

Language Arts

1. In a scenario, demonstrate the confusion that results when labor in the home is not divided.

2. Read the vignettes, pages 142 through 144 in Families. Lead the class in discussing how specialization changed the lives of millions of people around the world by asking questions such as the following:

    a. What was Henry Ford's idea for producing automobiles?

    b. What discoveries did Adam Smith

Language Arts (cont'd)

other subjects. What things must she rely on other people to do so that she can be a teacher and also live her personal life?

Mathematics

1. Count the number of different kinds of work the class can list.

2. Act out the following playlet.

Scene 1. Three or four students representing employees receiving their pay from a student who plays their employer. The employees use a part of their income to buy food, clothing, and shelter. The rest of the income is savings, which they put in the bank. (A desk can represent the bank.)

Scene 2. Three people come to the bank for a loan. One needs money to buy a tractor; the second to buy a sewing machine; and the third to buy a printing machine. At this point, discuss that when savers decide to save their money they save not only money, but also the materials necessary to produce the goods they would have purchased. These materials are now available for producing machines, such as the tractor, sewing machine, and printing machine.

Language Arts (cont'd)

make about the benefits of dividing the labor?

c. How did countries and their colonies specialize?

3. Read the poem, "Parents at Work" to the class. (Families, p. 145.) Then lead the class in discussing the many different jobs mentioned in the poem. Discuss how each person fulfills his job.

4. Read to the class stories about such inventors as Eli Whitney, Cyrus McCormick, and George Washington Carver.

5. List the contributions of black inventors and specialists, past and present, i.e., Benjamin Banneker, Charles Drew, Frederick Douglass.

6. Read to the class the "Three Businessmen" poems on pages 144 through 145. Dramatize these poems.

7. Lead the students in discussing why, when a specialist spends most of his time doing only one job, he must rely on others to fulfill many of his needs. Present for discussion the following situations.

   a. Johnny's father is a doctor. He spends most of his time helping people get well and using the skills and knowledge he has that makes him a specialist. What things does he rely on other people to do so that he can be a doctor and also live his personal life?

   b. Jane's mother is a teacher. She spends most of her time helping people understand arithmetic and

LEVEL I.

Science

1. Set up an experiment in which there are two (2) teams of children. One team of children performs all the jobs necessary for baking gingerbread cookies individually. The second team divides the jobs among the members of the team. The batter should be prepared in advance by the teacher. Here is the recipe for a class of twenty-five (25).

   15 cups flour
   1-1/2 cups sugar
   5 eggs
   1-2/3 cups salad oil
   5 tsp. ginger
   5 tsp. cinnamon
   15 tsp. baking powder

   Mix in a large container. Chill in refrigerator a day before the experiment.

   At the end of the experiment, discuss the advantages of the division of labor. The discussion should emphasize the following points:

   1. each student developed skills for his task more quickly.

   2. less dough was wasted when labor was divided.

   3. fewer tools and less space were needed with the division of labor.

   Point out that the division of labor has two disadvantages - monotony and interdependence. If one worker slows down, the entire production slows down.

Social Studies

1. Take the class for a walk in the school neighborhood. Point out how the following people have divided labor in that neighborhood.

Social Studies (cont'd)

policeman

mailman

barber

delivery man
druggist

grocer

beauty shop
operator

fireman

doctor

minister

2. Study pictures of people who have special jobs. Identify the occupations represented.

3. Use a large wall map to explain how the United States, Germany and Argentina depend on each other for goods and wants.

4. Develop a time line showing the transition of production from farm goods to factory goods to services. The children can use a strip of paper or heavy yearn for the time line and can draw pictures to place at appropriate intervals along the line to illustrate the salient points. The following information should be included among the pictures.

Seven parents ago:	Once all people produced food in order to survive. As more and better farm machines were invented, farmers were able to produce, not only for themselves, but also for many other people.
Four parents ago:	People who were not needed on the farms moved to the city to work in factories. As more and better machines were invented, factory workers were able to produce more and better goods for people.

Art (cont'd)

4. Send a letter home with each student asking that father or mother send an item to class that would represent the work a parent does away from home. Make a display of these items and ask each pupil to describe the work his parents do.
5. Draw pictures of different kinds of transportation needed for trading.
6. Make a display showing the interdependence of at least six different kinds of specialists.

Music

Talk about the different kinds of instruments in an orchestra. Discuss how every musician is a specialist on his instrument. Show how everyone must work together to play enjoyable music. Use the rhythm band instruments the children have made previously to show how everyone must work together.

Physical Education

Direct the students in playing the following game which illustrates the division of labor.

> Each student should skip around his desk, sing to the tune of "Here We Go Round the Mulberry Bush". The children should use the following words:
>
> "This is the way we divide the jobs,
> divide the jobs, divide the jobs.
> This is the way we divide the jobs,
> divide the jobs in our home."
>
> Then the students should decide on a task for the next verse. For example, you can ask,
>
> "What shall we help mother do?"

Physical Education (cont'd)

Students many suggest,

"Pick up the toys."

Then a student should act out the task as the class sings,

"We help our mother pick up the toys,
pick up the toys, pick up the toys.
We help our mother pick up the toys,!
pick up the toys in our home."

Continue in this fashion, covering a number of tasks that the students may perform at home.

Tool Technology

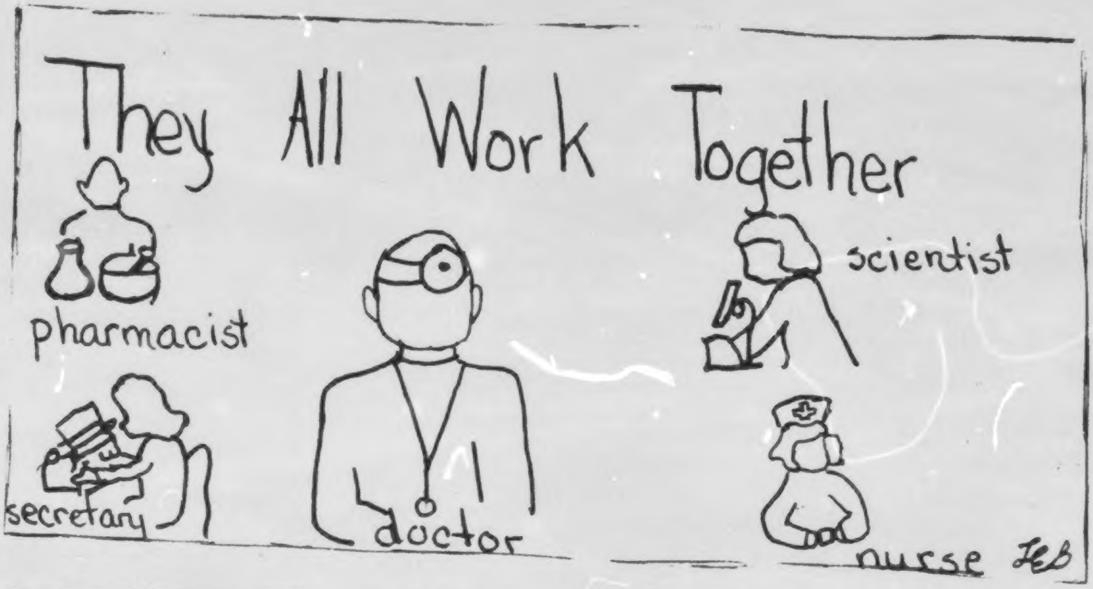
1. Match pictures of different tools with the specialist who uses them.

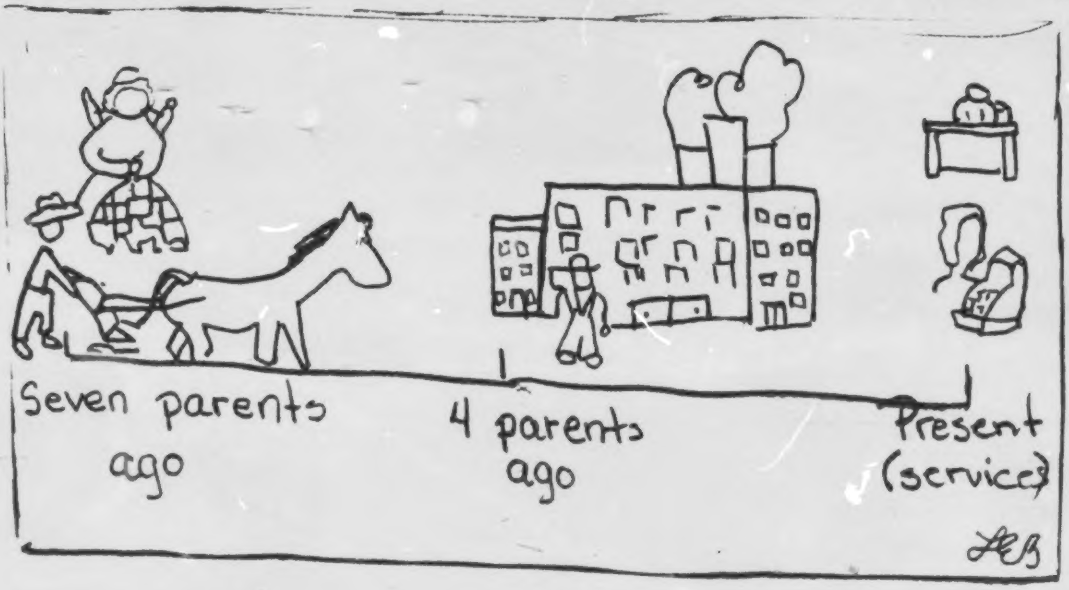
2. Bring several simple tools to class. Ask students to perform a few eash tasks, first without a tool and then with a tool. They should discover that a task is performed more efficiently when a tool is used.

   Assign the students tasks such as the following:

   > A student can be asked to cut a piece of paper so that the edges will be even. The first time he will be given no tools; the second time he will be given a ruler, a pencil, and scissors.

Bulletin Board Suggestions


They All Work Together
pharmacist
scientist
secretary
doctor
nurse
LEB


Seven parents ago
4 parents ago
Present (services)
LEB

LEVEL I.

Teacher References

Gensberg, Eli, Occupational Choice. New York: Columbia University Press. Good book on the nature of occupation choice.

Norris, Wella, Occupational Information in the Elementary School. Chicago: Science Research Association. Suggests techniques for offering occupational information.

Field Trips

1. Kern Distributors

2. WHUR Radio Station

Films

(Consult D. C. Public Schools Media Center Catalogue)

2451 - "Why People Have Special Jobs"

Filmstrips

(Consult Eye Gate, 1975 Catalogue. Eye Gate House. New York: Jamaica.

240 - "Families Around the World: New Social Studies Level III." A comparative approach to culture around the world. Program begins with an overview of location and climate. Major ideas or generalizations are:

1. Education is important in social change.

2. Customs and traditions are passed from generation to generation.

3. In some parts of the world, change is effected very slowly

Filmstrips (cont'd)

240A	Fiji	240D	Upper Volta
240B	Japan	240E	Jordan
240C	Crete	240F	Iran

X514 - "Let's Go Out and See"

The children are taken "behind the scenes" of such exciting places to visit as a small animal farm, a TV studio, and an aquarium where their natural interests will be stimulated and met.

X514A	Doctor	X514	Optometrist
X514B	An Aquarium	X514E	A TV Studio
X514C	A Small Animal Farm	X514F	A Play

H551 - "Medical Services in the Community"

Modern community depends on the latest skills and medical services offered for our safety and protection. This set offers an up-to-date view of these essential community services and develops important understandings of the scope of each service itself.

H551A	Doctor	H551D	Optometrist
H551B	Nurse	H551E	Dental Assistant
H551C	Pharmacist	H551F	Veterinarian

LEVEL I.

Multi-media Kits

Frost, Jack M. and Ratliff, Linda

"Workers We Know"

"Programmed Work Awareness

Resource People

1. Beautician
2. Doctor
3. Dental Assistant
4. Druggist
5. Government Worker
   (Secretary, office worker)
6. Grandparents
7. Minister

Bibliography

Aliki, *A Weed is a Flower: The Life of George Washington Carver.* New York: Prentice Hall.

Flora, James, *The Fabulous Firework Family.* New York: Harcourt Brace Jovanovich, Inc. Mexican family makes fireworks.

Graves, Charles, *Nellie Bly: Reporter for the World.* Illinois: Garrard. First woman reporter and her fight against sex discrimination.

Kaufman, Mervyn D., *Thomas Alva Edison: Miracle Worker.* Champaign, Illinois: Gerrard.

Bibliography (cont'd)

Kaufman, Mervyn D., The Wright Brothers: Kings of the Air. Illinois: Garrard.

Merriam, Eve, Mommies at Work. New York: Knopf. Shows that mothers do productive work.

Radford, Ruby L., Robert Fulton. New York: Putnam.

Sandberg, Inger, Come On Out Daddy. New York: Delacorte. Matthew wishes his father could come out and play with him. But his father is an artist and has to work. Matthew compares what other fathers do for a living with his father's occupation and finally decides that what his father does is right.

Shotwell, Louisa R., Roosevelt Grady. New York: World Publishing. Story of a Negro migrant family. Roosevelt wishes he could stay in one place and go to one school.

Sonneborn, Ruth A., Friday Night is Papa Night. New York: Viking. Papa comes home only on Friday night because he is working two (2) jobs.

LEVEL I.

CONCEPT: Mankind uses tools for work.

SUB-CONCEPTS:

1. Tools and machines help us do jobs better and faster.
2. There are simple tools and complicated tools.
3. Man continually improves and makes his tools and machines more efficient.
4. The person who invents new machines is one of the most important specialists.
5. Machines are a combination of simple tools.
6. People must learn how to use tools and machines correctly.
7. People must take proper care of tools and machines.

BEHAVIORAL OBJECTIVES:

The student will be able to:

1. list some of the tools that his family has at home.
2. tell why tools are important.
3. compare old tools with new tools.
4. name the tools that people have today that would have helped people work faster long ago.
5. identify simple tools that make up machines.
6. point out reasons why it is important to learn how to use tools properly.

BEHAVIORAL OBJECTIVES: (cont'd)

7. associate different workers with their tools.

8. list reasons why people take care of tools.

9. illustrate how men differ from animals in that they can invent and use tools and machines.

10. demonstrate the use of tools safely and correctly.

SUGGESTED ACTIVITIES:

Language Arts

1. Write chart stories about what makes things move.

2. Write down the names of some of the tools that the children find around the home.

3. Compile another section in the children's picture dictionary. Label this section "Tools and Machines". Illustrate and label pictures.

4. Demonstrate the effects of machines on people's life styles, by studying the pictures "Then and Now" on pages 62 and 63 in their text. Ask them the following questions:

    a. What are the relationships between the pairs of pictures?

    b. Did we have more choices in the past than we have today? Why not?

    c. What is good about using big machines to produce goods?

    d. What is bad about using big machines to produce goods?

Language Arts (cont'd)

e. In what ways is life better now that we have more choices?

After the discussion, list the favorable and unfavorable aspects of life then and now.

Mathematics

1. Discuss and use the same kinds of measuring devices mother uses in the kitchen, i.e., measuring cups and measuring spoons.
2. Measure and indicate lengths with a centimeter ruler. Find out how many centimeters tall each child is; find out how many centimeters wide the children's desks are. Measure other objects in the room. Point out that the ruler is a tool man uses to measure how long objects are.
3. Discuss how the clock is a tool man uses to measure time. Begin telling time by the hour and half-hour. Help each child make his own clock.
4. Make a pegboard number line together. Use it as a tool for addition and subtraction.
5. Make provisions for the class to observe machines, such as adding machines, and tabulating machines for the purpose of discovering how tools and machines have made counting easier for workers.
6. Make thermometers to show how the weathermen are able to tell the temperature from day to day.
7. To verify simple equivalent measures let children use concrete materials to prove relationships in measurements.

LEVEL I.

Science

1. Point out the simple machines that one finds in complex machines such as a clock, a bicycle, etc.

2. Demonstrate how pulleys, levers, inclined planes, gears, and wedges, help man do his work easier. Use items such as spools and string to make pulleys. Use other homemade simple tools in the experiment.

Social Studies

1. Show pictures of people in different parts of the world using simple tools. Discuss how the tools pictured are helping people do their jobs. Name a more modern tool that would help do the same job.

2. Make a list of the tools a child sees being used as he walks to schools.

3. Learn the names of the tools the child sees in the classroom and in the school's office, i.e., pencil sharpener, duplicating machine, typewriter, mimeograph machine, etc.

4. Discuss the different types of construction machines and tools being used to build the Metro subway system. Classify each as either a simple machine or a complex machine, i.e., hand shovel - simple; bulldozer - complex.

Art

1. Make posters showing simple machines and complex machines.

2. Paint a mural of tools that are needed to produce goods.

Art (cont'd)

3. Prepare an exhibit of the six simple tools: screw, lever, wedge, wheel, pulley, inclined plane, and wedge.

Music

Talk about the sounds different tools and machines make when they are being used. Mimic the sounds and rhythms these machines make.

Physical Education

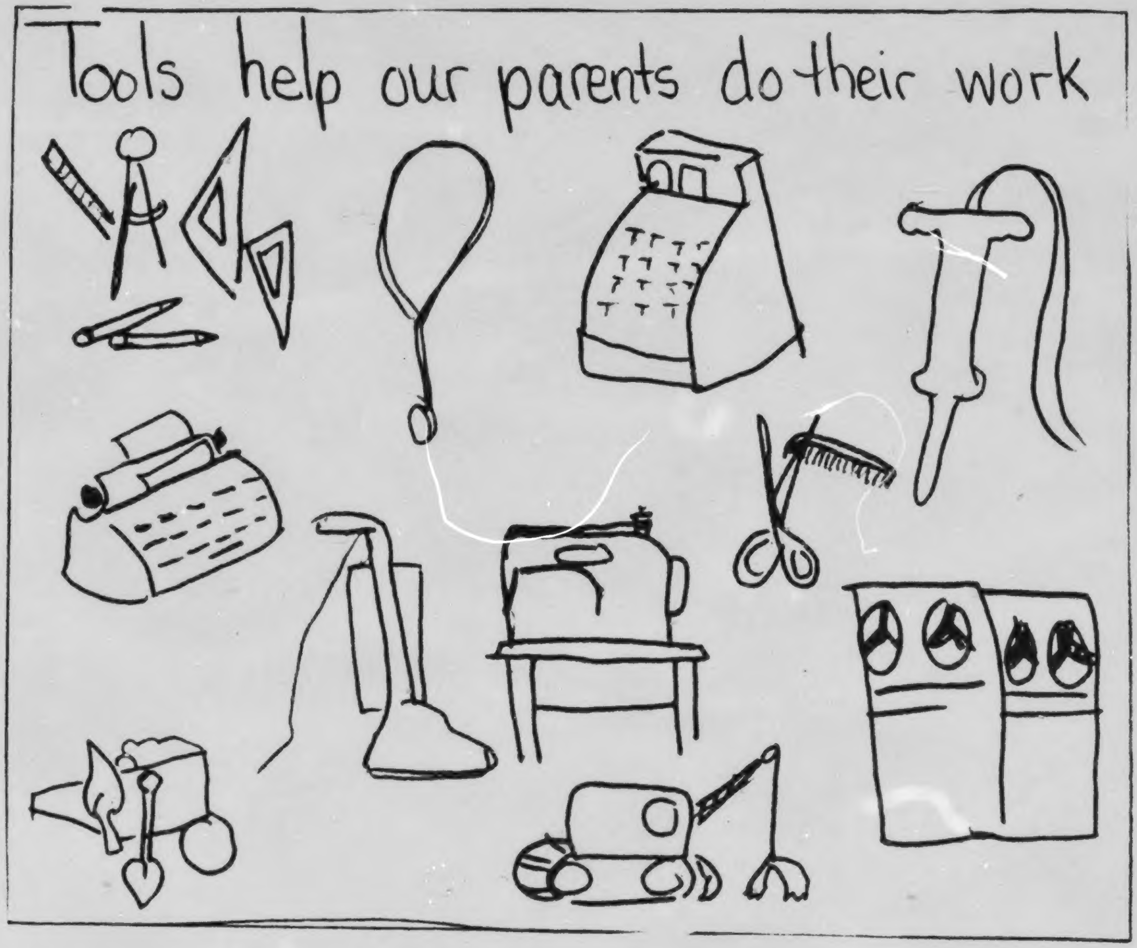
Ask the children to pretend they are hammers, saws, pliers, wheels, screws, levers, scissors, pulleys, etc.

Tool Technology

1. Teach the name of tools used in the home by mother. Demonstrate the proper use of each one.
2. Collect tolls such as hammers, pliers, screw drivers, screws, etc. Name each tool. Store tools in a tool chest devised out of a cardboard box. Demonstrate the proper use of each tool.
3. Show how to care for tools.
4. Compare doing work with a broom and a vacuum cleaner; with a wash board and a washing machine; with a typewriter and a pen; with a spoon and an electric mixer; and with a spade and a power shovel.

LEVEL I.

Bulletin Board Suggestions


Tools help our parents do their work

LEVEL I.

Field Trips

1. Curtis Lee Mansion
2. Oxon Hill Children's Farm
3. Wheaton Lumber Yard

Films

(Consult D. C. Public Schools Educational Media Center Catalogue.)

161 - "Area and VOlume Measurement"

164 - "Linear Measurement"

2481 - "Weighing and Measuring"

168 - "What is Measurement?"

Filmstrips

(Consult Eye Gate, 1975 Catalogue. Eye Gate House. New York: Jamaica)

43H - "Airplanes and How They Fly"

X239 - "Being Safe"

- X239A - "Think Safe; Act Safe"
- X239B - "Cars, Bikes, and People"
- X239C - "Delicious or Deadly"
- X239D - "Watch Where You Go"
- X239E - "Fun or Fearful?"
- X239F - "Helpful or Harmful?"

Filmstrips (cont'd)

X462 - "Learning to Measure in a Metric World"

Why we measure; the need for standard units, and metric units of temperature; linear measurement, dry and liquid volume; and the distinction between mass and weight are taught.

X462A - "Why Do We Measure?"

X462B - "How Tall, How Far, and How Fast?"

X462C - "How Much Can It Hold?"

X462D - "How Much Does It Weigh?"

83513 - "The Lever Helps Us Do Work"

43G - "Machines for Daily Use"

94D - "The Safe way"

X501 - "Telling Time is Easy"

Breaks time-telling into its basic components for easier learning.

X501A - "The Little Hand"

X501B - "The Big Hand"

X501C - "Hours and Minutes Together"

X501D - "Good Timing"

X501E - "Practicing Telling Time I"

X501F - "Practicing Telling Time II"

83508 - "Wheels Help Us Do Work"

LEVEL I.

Resource People

1. Carpenter
2. Construction Worker or Contractor
3. Custodian in School
4. Garage Mechanic
5. Parents
6. Plumber

Bibliography

Bate, Norman, Who Built the Bridge? New York: Scribner. Shows the equipment and people needed to build a bridge. Who pays the people to build the bridge? Who pays for the big machines?

Bate, Norman, Who Built the Highway? New York: Scribner. Shows importance of highways in connecting towns and countryside and city. Much heavy equipment is needed to build roads.

Behn, Harry, All Kinds of Time. New York: Harcourt Brace Jovanovich, Inc.

Beim, Jerrold, Country Garage. New York: Morrow. Seth learns about cars and how they are kept rolling by working in a garage.

Harmer, Mabel, The True Book of Pioneers. Chicago: Childrens Press. Simply told story of early settlers, their homes, and how they lived.

Keats, Ezra, John Henry: An American Legend. New York: Pantheon. Beautiful illustrations about the hero who was born with a hammer in his hand.

LEVEL I.

CONCEPT: Work has rewards.

SUB-CONCEPTS:

1. Some work is performed for monetary reward.
2. Some work is performed for aesthetic reward.
3. Some work is performed for personal satisfaction.
4. Some work is rewarded immediately.
5. Some work is rewarded in the future.
6. Some work is performed for the safety of the family.

BEHAVIORAL OBJECTIVES:

The student will be able to:

1. list many specific uses of money or several general uses.
2. explain in their own words that income is a reward that producers receive for doing useful work.
3. identify pictures of workers who receive monetary reward for their work.
4. draw pictures of five (5) workers who receive aesthetic reward for their work.
5. role play three (3) jobs his mother does in the home for the safety of the family.
6. role play three (3) jobs his father does in the home for the safety of

BEHAVIORAL OBJECTIVES: (cont'd)

the family.

7. demonstrate three (3) jobs he has done in the classroom from which he was rewarded by personal satisfaction.

8. name several jobs he does from which he receives immediate reward.

9. list several jobs which provide for future reward.

10. classify jobs according to the types of reward received.

SUGGESTED ACTIVITIES:

Language Arts

1. Make and use finger puppets for a creative drama based on workers who receive aesthetic reward from their work. After the presentation, guide the class in discussing the aesthetic rewards they themselves received from the work they just completed.

2. Add the following words to the children's reading vocabulary: work, reward, job.

3. Through teacher-led discussions, add the following words to the children's oral vocabulary: immediate, reward, future, personal satisfaction.

4. Role play the jobs the children's mothers do in the home for the safety of the family.

5. Lead the children in dictating stories about workers and their rewards.

6. Read the students stories about people who behaved

Language Arts (cont'd)

as they did because such behavior gave them a sense of honor, respect, personal happiness, or satisfaction. Stories might be about amateur athletes, soldiers receiving high honors, doctors working in missionary hospitals, or people who have dedicated themselves to helping their community or country. After reading each story, ask questions such as the following.

a. Why do people do good deeds such as these?

b. Do you think the kind of reward they receive is important?

As a result of this activity, the student should be able to conclude that each person was motivated by promise of reward.

Mathematics

1. Determine the value of different coins. Provide dramatic play experiences, such as, taking the roles of storekeeper and customer, handling play money, discussing value of coins, paying for a 10-cent article with different coins. (Ten (10) pennies; two nickels; or one dime.)
2. Complete the activities in the class mathematics book that deal with money.
3. Read and write two place numbers by teaching place value of ones and tens.

Science

1. List ways we can be rewarded for caring for our teeth, our bodies, and our homes and schools.
2. Read stories about famous dedicated scientists who

Science (cont'd)

received monetary reward but also personal satisfaction from the work they did.

Social Studies

1. Use the hats made in Art Activity 1 and role play the jobs they represent. Tell what reward they receive.

2. Discuss father's or mother's work and explain that their reward for this work is called income, usually paid in money.

3. Take a trip to the zoo. Find out who cares for the animals and how. Find out what reward they get.

4. To help the children understand how ridiculous and difficult it would be if everyone had a different standard of value and money were not accepted everywhere, the class can act out a playlet. (Playlet found on page 111 of Families at Work: Resource Unit.) A street of stores (grocery, shoe and toy) can be set up in the classroom. The cast includes a grocer, shoe salesman, toy salesman, customer, and narrator.

Art

1. Make a mural of workers who receive aesthetic reward.

2. Draw pictures of children performing work from which they received personal reward.

3. Draw pictures of things for which one saves.

Music

1. Listen to recordings of music. Discuss how much

Music (cont'd)

the class enjoyed the music. Point out that the musicians enjoyed creating the music, too. Ask the class questions such as these.

a. How did you like the music?

b. Do you think the musician enjoyed the music he produced?

c. Did the musician derive personal satisfaction from his music?

Physical Education

1. Find pictures of professional sportsmen. Tell what their job is and what rewards they receive.

2. Practice doing physical skills such as catching, jumping rope, skipping, and kicking a ball. Direct the children's attention to the fact that the more they practice, the better they will be able to do the skill. After the children have begun to master the skills, discuss how the children feel about being able to do something well that they hadn't been able to do before.

Tool Technology

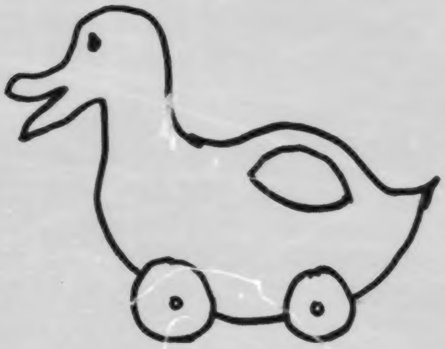
1. List five (5) tools and machines and explain how each one helps to make it possible for us to receive greater rewards for the work we do.

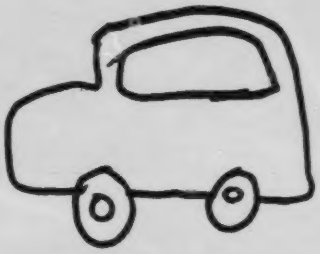
2. Make a simple wooden toy for either little sister or brother. Talk about the personal satisfaction each of the children received after having completed all the toys. Talk about how they felt when they found that their work had made someone

Tool Technology (cont'd)

happy.

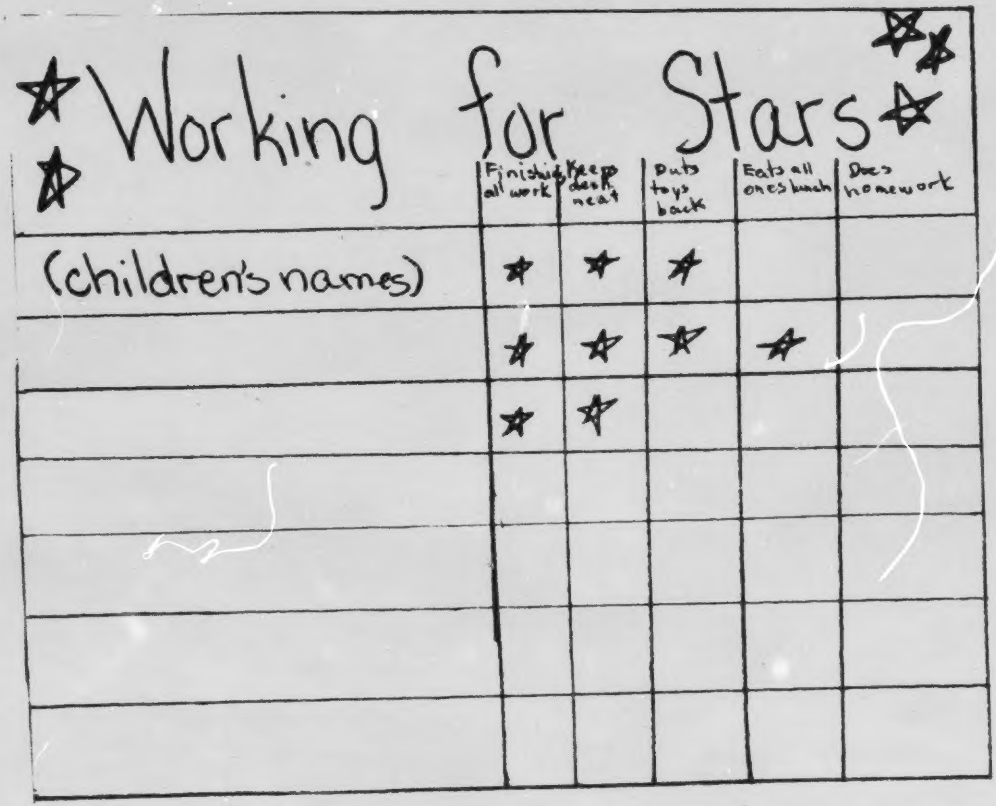
Set up an assembly line to make the toys. Pattern cutters, sawers, decorators and assemblers will be needed. Tri-wall or masonite can be used in place of wood. Some simple patterns are:





LEVEL I.

Bulletin Board Suggestions



★ Working for Stars ★

★	Finishes all work	Keeps desk neat	Puts toys back	Eats all ones lunch	Does homework
(children's names)	★	★	★		
	★	★	★	★	
	★	★			

Bulletin Board Suggestions (cont'd)

Many people enjoy their work

(arrange pictures of people enjoying doing their work)

Teacher References

Robertson, Dennis H., *Money*. New York: Cambridge University Press. Classic text on money.

Filmstrips

(Consult *Eye Gate*, 1975 Catalogue. Eye Gate House. New York: Jamaica.)

192A - "The Busy Bees (Joy in helping others)

192C - "I Made It Myself"

192D - "Try, Try Again"

Filmstrips (cont'd)

192F - "Jim Learns Responsibility"

Resource People

1. **Artist**
2. Actor or actress
3. Parents
4. Politician
5. Scientist
6. Teacher
7. Writer

Bibliography

Bannon, Laura, The Gift of Hawaii. Chicago: Whitman. John-John had a handful of pennies with which he wanted to buy a beautiful dress for his beloved mother. He did not have enough money, so he had to look carefully to find the best gift he could get for his pennies.

Brown, Marcia, The Little Carousel. New York: Scribner. A little boy is made happy when he earns a ride on a merry-go-round.

Candill, Rebecca, Did You Carry The Flag Today Charley? New York: Holt, Rinehart & Winston. Five year-old Applachian Mountain boy earns the privilege of carrying the American flag at his school.

DeKay, James T., Meet Martin Luther King, Jr. New York: Random House.

Feelings, Murill, Zamani Goes to Market. New York:

Bibliography (cont'd)

Seabury. A West African story about a boy's first trip to the market and the choices he must make.

Greenberg, Polly, Oh, Lord, I Wish I Was A Buzzard. New York: MacMillan. Little black girl tells how her family picked cotton all day and how grateful they were for small rewards.

Fall, Thomas, Jim Thorpe. New York: Crowell. A moving story of the great American Indian athlete.

Felt, Sue, Rosa-Too-Little. Garden City, N. Y.: Doubleday. Puerto Rican girl learns to write so that she can get a library card.

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LEVEL II

CONCEPT: There is dignity in all work.

SUB-CONCEPTS:

1. Work of all kinds is important.
2. One job depends upon another job or many other jobs.
3. Work has various kinds of values.
4. People have many different ideas about work and its meaning.
5. A person should take pride in his work.
6. A worker who has many problems on his job does not feel satisfied if he cannot solve the problems.
7. Changes in the neighborhood can cause workers to lose their jobs.
8. Changes in the neighborhood can create jobs for people.
9. Workers often try to live near the places where they work.
10. People who work in the same place or have the same occupation have common interests (care about the same things).

BEHAVIORAL OBJECTIVES:

1. The student will be able to name the different kinds of jobs in urban, suburban, small town, and farm neighborhoods.
2. Given the names of four jobs, the student will be able to name other jobs dependent for their existence or efficiency upon the given jobs.

3. The student should be able to name at least six jobs in which the chief compensation is the satisfaction of meeting the needs of the neighborhood. The personnel in these jobs receive no money.

   Examples:

   a. Cub Scout Leader

   b. P.T.A. Officers

   c. Volunteer Firemen

   d. Collectors for charities

4. As he identifies the different kinds of clothes worn by various workers, the student will be able to tell how each worker shows that he is proud of his uniform or outfit.

5. As he identifies the different kinds of tools used by workers in the neighborhood the student will be able to tell how each worker shows pride in his tools.

6. The student will be able to role-play a situation in which the worker is seeking a solution to an on-the-job problem.

7. The student should be able to hold a dialogue with another student, as each describes his pretended job, the duties, advantages and his feelings about the occupation.

8. The student will be able to name workers who are part of the team that improves neighborhoods.

LANGUAGE ARTS

Classification

NEIGHBORHOOD JOBS

URBAN	SUBURBAN	SMALL TOWN	FARM

Oral Language

1. Pupils can discuss the kinds of workers that would be found in all neighborhoods.
2. Have pupils chart their findings.

Committee Activity

1. The class could divide, forming groups of four to six.
2. Each group should identify one problem in their neighborhood that they can try to solve through common effort.

Originality in Writing

1. The students can complete sentences that tell how or where.

   List of sentences to be completed:

   I work ________________________________.

   I paint ________________________________.

   I read ________________________________.

   I ride ________________________________.

   I swing ________________________________.

   I skate ________________________________.

2. Students should be able to tell whether their sentences tell how or where.

MATHEMATICS

Weighing

1. The student will need small balance scales and gram weights to weigh one cup of lots of different things.

2. The student can keep a record of his answers.

Weighing Again

1. The student can weigh the same materials but this time using the ounce weights.

2. He can discover the number of grams to an ounce.

Head Count

1. Volunteers can make an estimate of the adults and children in the square block in which they live.

2. Students who live in the same block could talk together as they try to arrive at a total.

3. A chart could be made of each block's estimate.

Fund Raising

1. The students should select a charitable cause to support and conduct a fund-raising campaign.

2. Small amounts can be collected in a closed container so that each student's contribution is unknown to the others.

LEVEL II (cont'd)

SCIENCE

Producers Using Senses

1. Which senses are most useful for each worker to do his job?

cook
radio announcer
hairdresser
telephone operator
gardener

Consumers Using Senses

1. Which senses are used by the people in order to enjoy these workers' services?

cook
radio announcer
actress
actor
minister

The Weather

1. Name six (6) workers who cannot do their work if it snows or rains.

painter
bricklayer
dump truck drivers
life guard
gardener
roofer

2. Name six (6) workers who do special jobs when it snow or rains.

snow plow drivers
policemen
resuce workers
radio broadcasters
telephone operators

LEVEL II (cont'd)

When Do We Work?

1. If the worker usually works in the day, write "day" beside the worker.
2. If the worker usually works at night, write "night" beside the worker.
3. If the worker usually works at night or day, write "day" or "night" beside the worker.

farmer - day

doctor -

guard -

secretary -

mechanic -

barber -

street cleaner -

disc jockey -

waitress -

airline hostess -

mail carrier -

manicurist -

office cleaner -

landscaper -

policeman -

nurse -

telephone operator

waiter -

taxi driver -

bus driver -

SOCIAL STUDIES

Our Neighborhood and Neighbors Activities

HOW MANY?	We Visit Them	They Visit Us	We Borrow From Them	We Lend Them Things	We Take Trips Together	We Exchange Many Favors (Helping)

1. Each student can think about his neighborhood and how he and his family communicate with them.
2. How many neighbors does his family members visit?
3. Place the number in the first column.
4. Complete the chart.

Volunteer Action

1. The teacher could lead a classroom discussion using appropriate pictures to elicit names of different types of volunteers and ways in which their work helps people.
2. Pupils can be lead to discover that volunteers donate time, talent and money to reach their goals.

Visitors

1. Several volunteer workers can be scheduled for classroom visits to answer pupils planned and spontaneous questions about their work.

Going to Work

1. Students might role-play the means that workers use to get to their jobs.
2. Chairs and desks could become buses, trains, taxis and cars.
3. Some students will walk to work.
4. Ahead of time large signs can be printed to label the vehicles.
5. The walkers could construct signs that pedestrians would need to read in order to follow traffic rules.
6. Passengers and drivers of vehicles could construct signs important to them.

7. As pupils "go to work" they might enjoy singing work songs.

PHYSICAL EDUCATION

Employer and Employees

1. The students can sit or stoop facing the center of the circle.
2. One student walks around the circle and touches each student on the shoulder, saying to each, "Employee".
3. When he decides to say "Work", instead, that student must stand and chase the employer around the circle and back to the vacant place.
4. The employee (the chase) becomes the nex employer (tagger).

Cashier Counts Change

1. Use two or three teams.
2. The teams stand in a line behind the starting line.
3. Each team has a cashier at the goal line about 20 feet away.
4. The first menber of each team runs up and touches the hand of the cashier and runs back.
5. Each time the cashier's hand is touched, the cashier counts 5, then 10, 15, 20, etc., until each team member has ran.
6. If each team has 8 members, each cashier will count to 40.
7. Everytime a race is completed the cashier can be changed starting with the last person in line.
8. This game can be used to count by 2's or 10's.

LEVEL II (cont'd)

Rhythmic Movements

1. To develop locomotor movements have students walk in a natural light way.
2. They should feel tall and *proud* as they walk.
3. Their arms should move freely and easily.
4. Students should practice running on the balls and toes of their feet, using light steps.

TOOL TECHNOLOGY

Word Builders

1. To make letter blocks for forming words, phrases and sentences, students can cut tri-wall or masonite into 4" x 4" x ½" shapes.
2. Upper grade students can assist them in measuring and in using the keyhole saw.

Lap Boards

1. To make writing boards or chalkboards, students can cut tri-wall or masonite with hand saw.
2. Suggested measurement is 12" x 12".
3. The writing boards can be covered with contact.
4. One side of the chalkboard can be painted with a flat paint.

ART

Before and After Pictures

1. The students could make before and after pictures of one problem in their neighborhood, showing the neighborhood before solution and after solution.

LEVEL II (cont'd)

2. Students should select the medium for their impressions.

Tool Creations

1. Have students create their own tools, using plastic clay.

2. Each student should use his imagination to produce an original tool.

3. He should be able to tell who could use it and the purpose.

Workers - Almost Real

1. From masonite, tri-wall or cardboard, have students make childsize models of workers, in paper doll fashion, fitting cut-out clothes on the basic form.

2. The models can be used for role-playing as the pupil holds his model of a worker in front of him.

MUSIC

Musical Instrument Center

1. As an ongoing activity, students may wish to collect sound-producing objects such as sticks, bells, whistles and horns.

2. Any simple melody instruments and the class phonograph could be included.

3. A table, shelf or small bookcase could be used for arrangement, display and storage.

Improvising Melodies

1. Step bells or xylophones might be used by students to improvise melodies.

2. Limitation to a pentatonic (five-tone) scale can be

achieved by covering with tape the fourth and seventh bells or bars.

3. Combinations of the five-note, pentatonic scale will produce pleasing and harmonic melodies.

March of the Careers

1. Provide lively march music.
2. Class can get in line by two's.
3. Each couple, boy and girl, if possible, can have a different occupation. Two can be mechanics, two can be plumbers, two can be secretaries, etc.
4. Identification signs can be made ahead of time.
5. As each career pair steps off, the class can chant and the pair can pantomime their duties.

Chant:

Plumbers marching two by two,
Look that way. See what they do.
Repeat.
Mechanics marching two by two,
Look that way. See what they do.
Repeat.
(etc.)

BULLETIN BOARDS

PRIDE IS WORKING!

I am proud to be -

A Lineman

See me repair broken wires.

I can install new wires.

What else can I do?

A Nurseryman

I water the plants and
young trees.

I prepare sod for people's
yards and lawns.

What else can I do?

Put your answers here.

1. This idea can be expanded to include as many workers as the board will accomodate.
2. In a pre-activity discussion elicit from students the common interests of people who work in the same place or people who have the same occupation.
3. Encourage the students to plan ways to record and exhibit their ideas.

Suggestions:

We eat at the same lunchroom.

We have the same supervisor.

We can both make suggestions for better work ways.

We ride the same bus to work and home.

We can take two-week vacations.

LEVEL II (cont'd)

SUGGESTED RESOURCES

Field Trips

1. Museum of African Art
2. National Arboretum
3. Adelphi Mill
   8402 Riggs Road, Adelphi, Maryland
   277-2200 - Ext. 280 - Mrs. L. Hunter
4. The Asphalt Institute
   College Park, Maryland
   927-0422

   * One hour tour
   Two films available for loan:
   "Asphalt Through the Ages"
   "Asphalt the Magic Carpet"
5. Briggs Meat Packing Company
   6601 Columbia Park Road
   Landover, Maryland
   772-7000 - Ext. 3

RESOURCE PERSONS

1. Cub Scout Leader
2. P.T.A. Officer
3. Collector for charity
4. Policeman
5. Security Officer
6. Mailman
7. Plumber
8. Carpenter

9. Lineman
10. Nurseryman

AUDIO-VISUAL AIDS

Films

1. Food for the City - Produce
2058 Color 12 minutes

Explains that many people are needed to supply produce for the city. Uses carrots as a typical food, showing how they are planted, harvested and processed to be sold fresh, frozen or in cans.

2. Helicopter Carries Mail
790 Black and White 11 minutes

Two boys watch arrival of mail plane at the airport, sorting of mail in airport post office, loading of helicopter, manipulation of machine, landing of helicopter at main post office, sorting of mail and distribution to carriers. Finally the neighborhood mailman delivers mail to the boys' home.

3. The Helpful Little Fireman
1731 Black and White 11 minutes

A semi-fantasy about a little boy who works at a fire station. One night he accompanies the chief to a fire. During the emergency, the little fireman does a small job so well that he becomes a hero.

4. Let's Be Good Citizens in Our Neighborhood
656 Black and White 10 minutes

Shows how to improve the neighborhood by being polite to neighbors, having respect for neighbors property, having consideration for neighbors, helping others in the neighborhood, helping to keep the neighborhood neat, learning how others live and respecting their customs.

5. Let's Visit a Poultry Farm
302 Black and White 11 minutes

Shows the activities of a poultry farm, such as feeding the chickens, gathering and packaging the eggs and caring for the henhouse and hatchery.

FILMSTRIPS

1. **Discovering the Inner City**
(series of 6) Color. $47.50 Eye Gate House
Three cassettes and 6 filmstrips dealing with inner city life, work and play.

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1. De Leeuw, Adele. The Girl Scout Story.
Champaign, Illinois: Garrard.

About the Girl Scout movement and how it promotes goodwill throughout the world.

2. Farr, Muriel, Children in Medicine. E
Englewood Cliffs, New Jersey: Prentice - Hall.

The story "The Lady With the Lamp". (pp.33-39) gives a good picture of volunteer dedication.

3. Martin, Patricia M., Calvin and the Cub Scouts.
New York: Putnam.

The things Cub Scouts do and how Calvin advances to Bear Cub.

4. Our Working World, "Neighborhoods"
Chapter 4. Farm Neighborhoods
Chapter 6. Stores and Offices
Chapter 11. Volunteers in the Neighborhood
Chapter 13. Neighborhoods Change

LEVEL II

CONCEPT: The life style of a culture depends on its workers who produce goods and services.

SUB-CONCEPTS:

1. People need many services.
2. People need many goods.
3. There are workers who provide needed services.
4. There are workers who produce needed goods.
5. The life style of a worker depends upon the kind of work he does.
6. Among the many cultures there are differences and similarities in life style.
7. Life styles are different in urban, suburban, small town, and farm neighborhoods.
8. Environment influences life styles.
9. Kinds of work are influenced by the natural environment.
10. Kinds of jobs are influenced by the needs of the neighborhoods.

BEHAVIORAL OBJECTIVES:

1. The student will be able to identify goods and the **producers** of goods.
2. The student will be able to identify services and the producers of services.
3. The student will be able to identify at least 12 workers previously unfamiliar and tell how each worker's job is necessary in the neighborhood.

4. Given artifacts from different cultures, the student will be able to name the culture and describe the life style.

5. The student will be able to name workers that his family depends on in order to live as they do from day to day.

6. Given a list of foods, the student will be able to name the group of people usually associated with the foods.

7. The student will be able to make drawings that show differences in life styles in urban, suburban, small town and farm neighborhoods.

8. The students should be able to role-play the difference between walking in one's own neighborhood and walking in a strange neighborhood.

LANGUAGE ARTS

Traveling

Have students:

1. Role-play an automobile, train or plane trip.
2. Compile a list of services and a list of goods used during the trip.

Letter Writing

Have students:

1. Write letters to parents inviting them to see role-playing and exhibits in the Career Education Center.

Fishing

Have students:

1. Cut from magazines or newspapers pictures of

tools used by workers.

2. Paste each picture on construction paper and cut away the surplus.
3. Attach a paper clip to each picture.
4. Place pictures in a box or bowl.
5. Use a magnet on string to "fish" for a tool.
6. The "fisherman" will tell what worker uses the tool he "caught", and describe the worker's duties.

Touching

Students and teacher can:

1. Collect a brick, nails, a rose (real with thorns), absorbent cotton, sandpaper and other items that pupils can handle and react to with the sense of touch, discerning whether the objects are sharp, smooth, soft, rough or prickly.

Identifying

Have students:

1. Name the occupation of a person who uses these objects.

Object	Occupation
brick	bricklayer
nails	carpenter
rose	florist
absorbent cotton	nurse
sandpaper	painter

Do people in other occupations use these items? Who are they?

MATHEMATICS

Costs for Services

Have students:

1. Tell how much they think it would cost to receive certain services.
2. Research, using picture clues, telephone calls, and interviews as aids.

To change misconceptions make available to them newspapers, pamphlets and other advertisements.

Examples of Services:

1. To have a suit dry cleaned.
2. To receive Sunday and daily newspapers.
3. To have a car washed.
4. To ride downtown on a bus.
5. To get a haircut.

What Does It Mean?

Develop or review concepts for items: salary, wages, pay, hourly rate, time and a half, time clock, employer, employee, bonus, commission, weekly, monthly, shifts, schedules and sales tax.

SCIENCE

Animals Use Tools

Examples:

1. Chimpanzee uses grass tool to catch termites.
2. Finch uses a stick to get bugs out of a tree.
3. Sea otter uses a rock to crack open an abalone shell.

Have students:

1. Tell their experiences with pet dogs and cats in the use of tools.
2. Compare with human use.

Found Objects

Have students:

1. Collect stones, sticks, seeds, clay, wire coat hangers, tin cans, cardboard and string.
2. Show or tell where each item was found.

Considerations:

1. Can it be used as is?
2. Will it have to be changed?
3. Could you use it with someone else's and make a tool?

Help children to see greater possibilities in combining efforts and objects to create useful tools.

SOCIAL STUDIES

Department Store Departments

Have students:

1. Name items sold in each department.

Using illustrative pictures, discuss the departments in a department store.

Examples of departments:

Hosiery
Lingerie
Stationery
Housewares

Notions	Men's Wear
Millinery	Jewelry

Department Store Guests

Have students:

1. Play hosts and hostesses to a visitor from a department store.

The employee can sit among them, answer questions and volunteer information about the store and his job assignment.

Employed Parent Visitor

Have students:

1. Invite a parent to class to tell about his or her job. The parent will give information about his qualifications for the job.
2. Name other jobs that require similar skills and have similar duties.

ART

Have students:

1. Create torn paper pictures of an urban neighborhood showing land, buildings, streets and people.
2. Make a collage which will illustrate a neighborhood. Use pictures in color from magazines. Include people, buildings, land and streets.
3. Cut letters from squares of colored paper. The letters can spell the names of occupations. The letters can be used for building blocks, bulletin boards, booklets and charts.
4. Look around and discover as many patterns as they can.

5. Create their own patterns.

They can gain an awareness of man-made patterns and patterns in nature.

Man-made	Nature
braided hair	tree bark
fabrics	tree leaf
floors	wood grain
tires	flowers

MUSIC

Musical Symbols

1. Elicit names of things that go up and down; elevator, teeter-totter, airplane, bouncing ball and swing.

2. Have students demonstrate through body movements how objects move.

3. Relate this to musical symbols to show how notes on a staff go up and down.

Rythym Patterns

1. Have students identify patterns in verse and in songs that they hear. Students might listen to a song and sing it. Divide the song into parts. Let pupils tell which lines sound just alike.

Class Band

1. Students can rotate, each one who wishes having an opportunity to be a band leader. Members of the band will follow his directions.

2. For instruments, improvise. Coffee cans with plastic lids, used for drums, rulers for rythym sticks, gourds can be small boxes or cans with a few beans or buttons inside.

Songs of Many Cultures

1. Students can listen to songs of many cultures and learn to identify them.

2. They could choose songs they would like to sing.

3. As they sing they could use the instruments they have made that are representative of the culture.

   Examples:

   a. Chinese music

   b. Hawaiian music

   c. Negro spirituals

   d. Mountain music

   e. Cowboy songs

   f. Mexican music

PHYSICAL EDUCATION

Health Workers' Parade

1. Divide the class. Half will be in the parade. The other half will be the audience.

2. Offstage each parade person will have attached to his back a sign giving the job name of a different health worker. The worker will get to go to the center of the stage.

3. The audience will chant, "Who are you?"

4. The worker will turn his back to reveal his sign. The audience will chant, "He is a doctor."

5. Then, the doctor will turn to leave. Each worker will do the same and the audience will respond.

Variations:

   a. Appropriate identifying of tools can be added and other clusters can be used.

Pantomime of Careers

March music can be used as background rythym.

1. Students will form a circle, each facing the same direction for walking around the room.

2. One student will take center-circle position to guess the occupation of a circle person.

3. Circle persons will pantomime the duties of the workers.

4. Circle-center person will point and ask, "Are you a bricklayer?"

5. If the guess is correct, the two students should exchange places. If not, the center person will ask other persons until his guess is right.

TOOL TECHNOLOGY

Safety in Tool Use

1. Elicit from students as many rules as possible for the safe use of tools.

Examples:

   a. Never play when working with tools.

   b. Keep work areas clean.

- c. Hold tools with sharp points away from the body.
- d. Hold all tools correctly and firmly.
- e. Wash hands after using tools.

What other rules can be added?

Tool Identification

1. Provide a basket of tools.
2. Students can lend tools for the class to use.
3. Give each student an opportunity to use as many tools as possible.

Examples of tools:

- a. hammer
- b. pliers
- c. screwdriver
- d. can opener
- e. scissors
- f. plane
- g. hand saw
- h. wrench
- i. nails
- j. screws
- k. bottle opener
- l. paper puncher

BULLETIN BOARDS

TOOLS FOR US

How do tools make our bodies more useful? List tools that extend the usefulness of feet, hands and eyes.

FEET	HANDS	EYES
ice skates	scissors	reading glasses
astronaut's shoes	can opener	sun glasses

LEVEL II (cont'd)

flippers
football shoes
baseball glove
bottle opener
magnifying glass
binoculars

(This list can be charted and surrounded by illustrative drawings, paintings or found-pictures.)

Action In Our Neighborhood

Draw pictures of families engaged in various activities in their neighborhood and write a caption for each picture. Arrange in categories.

FIELD TRIPS

1. Neighborhood Walk: Take a walk in the school neighborhood to become aware of people, land, streets and buildings within walking distance, as characteristics of a neighborhood. Notice street names and the directions in which the street runs.
2. Department Store: Visit many departments; hosiery, lingerie, men's wear, notions, etc. Visit gift wrapping section. Ride elevators and escalators.
3. Museum: Visit Arfican Art Museum, 316 A Street, N.E phone: 547-7424, to see art exhibits and artifacts.
4. Production Line: Visit Kern Distributors, Oakmont Avenue, Washington Grove, Maryland; phone: 948-5900. See production line assembly for door windows, lumber, trusses etc.
5. Nature Center and Planetarium: Visit Rock Creek Park Nature Center, phone: 426-6829. See wonders of nature and sky-watch.

RESOURCE PERSONS

1. Bus driver
2. Waiter or waitress

LEVEL II (cont'd)

3. Bricklayer
4. Operator of bulldozer, crane or other heavy equipment
5. Carpenter
6. Florist
7. Nurse, nurse's aide or practical nurse
8. Newspaper boy from an upper grade
9. Barber

FILMSTRIPS

1. My Neighborhood (Series of 6) 28 frames, color, Jam Handy School Service, 1970.
2. Neighborhoods Change, 58 frames, color, with record, Coronet Films, 1967.

FILMS - Media Center

1. Gardens for Everyone
   1917 Color 12 minutes

   Shows scenes of a natural garden in a national park, a planned garden in a city park, a school garden, a family's garden and a child's personal garden.

2. Let's Be At Home in the Water
   702 Black and White 10 minutes

   Presents the story of a nine-year-old boy who visits friends who live on a lake. Points out rules to follow for safe play in water. From the Elementary Safety Films Series.

LEVEL II (cont'd)

3. Let's Visit A Shopping Center
   2273 Color 11 minutes

   Employs the Collins' family to relate the importance of a shopping center. It is close to home and has plenty of parking space and sells almost anything needed.

4. Life in a Coal-Mining Town
   914 Black and White 11 minutes

   Shows how people live in the coal-mining town of David, Kentucky, how coal is mined and how our nation uses coal.

5. Man Uses and Changes the Land
   1976 Color 11 minutes

   Shows that man uses land for food, clothing, shelter and industrial material. Points out that man can change land by enriching soil, building dams and developing new uses for the land, but because land is limited, man must choose wisely in planning its use.

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1. Chapter 1: Urban Neighborhoods
2. Chapter 2: Suburban Neighborhoods
3. Chapter 3: Small Town Neighborhoods
4. Chapter 4: Farm Neighborhoods
5. Chapter 6: Stores and Offices
6. Chapter 7: Factories
7. Chapter 8: Farms and Mines

LEVEL II

CONCEPT: There are many different kinds of work.

SUB-CONCEPTS:

1. Most people work for a living.
2. People do many kinds of work.
3. Jobs are becoming increasingly specialized.
4. Those people who are unqualified or poorly trained have a difficult time getting jobs.
5. Job choices can depend on interests and aptitudes.
6. Job choices can depend on opportunities.
7. Job choices can depend on personality.
8. New developments, processes and technology change the kinds of preparations for many jobs.
9. In many jobs people must continue to learn new skills to keep pace with changes in technology.
10. Changes in methods create different kinds of jobs.

BEHAVIORAL OBJECTIVES:

1. The student will be able to recognize different kinds of workers by their special dress, by their duties and locations.
2. The student will be able to name different kinds of workers in a neighborhood.
3. The student will be able to recognize job steps that represent degrees or levels of training.
    a. A file clerk can become a typist.
    b. A typist can become a stenographer.

   c. A stenographer can become a secretary.

4. Given certain personal preferences, interests, or aptitudes, the student will be able to suggest appropriate occupations.

5. Given a list of occcupations, the student will be able to tell whether there is a great or little opportunity in his neighborhood for each worker in each occupation.

6. The student will be able to tell educational training requirements for at least eight jobs in his neighborhood.

7. The student will become aware of technological advances by discussing changes that have occured within his mother's experiences.

8. Examples:

   a. Change machines are being used in many grocery stores.

   b. Burgular alarms protect cars.

   c. Children's clothes are made fire resistant.

   d. Space ships have met each other.

   e. Some sunglasses become darker in the sunlight.

   f. Weather reports tell about air pollution (air quality index).

LANGUAGE ARTS

Government Workers

1. For class discussion use pictures to show goods and services provided by the government for people

in the neighborhood.

2. Students should be able to describe orally at least four goods and services the government provides for him or his family.

Read About Workers

1. Students might read stories to each other about work.

2. They could read in pairs or in small groups.

Teacher In-put

1. The teacher could read to class a biography of a worker, reading a portion for five or ten minutes a day until completion. This could be an on-going activity throughout the school year, proceeding to another when one is finished.

   Variations:

   a. A student might prepare to "substitute" for the teacher.

Neighborhood Problems

1. The students can role-play the neighbors talking about problems in their neighborhood, and making plans for solutions.

   Use situations such as:

   a. Light bulbs are burnt out in street lights.

   b. The corner sewer outlet does not carry away the rain water.

   c. People's trash has been set on fire.

   d. Many trash bags are chewed open by dogs or rats.

e. Some neighbors' trash cans have no lids.

f. Many rats are seen in the alleys.

2. A visit to the classroom by a member of the City Council, a public health officer, or any other worker should precede the activity.

3. Workers can explain to the students how city governments can consider neighborhood problems and attempt to work toward solutions.

MATHEMATICS

Simulated Election

1. Students can simulate the election of a city councilman.
2. Class can be divided into two groups to discuss changes the group would like to see in their neighborhood.
3. Groups can be related to political parties.
4. After class members have heard views and discussed issues, votes should be taken and counted. An understanding of majority and minority should be gained.

Counting Businesses

1. Students should pool their experiences to name stores and other businesses in the neighborhood.
2. Stores and businesses can be categorized, counted and charted.

Counting Teachers

1. Students can make an open chart of grades in the school.
2. Record the number of teachers in each grade level.

3. A sub-total can be found of primary teachers, intermediate teachers, then a total of teachers for all grades.

Word Race

1. Write on chalkboard, Team A, Team B and Team C.
2. Divide class into three teams.
3. Reserve one student as "caller".
4. One member from each team will go to the board.
5. The caller will name a letter of the alphabet and each team member will write an occupation beginning with the letter named.
6. The one finishing first earns two points for his team.
7. All members of the class will keep score at their seats.

Variation:

a. Each team member writing an occuaption for the initial letter called can earn two points for his team.

SCIENCE

Outdoor and Indoor Jobs

1. Students can discuss, then list occupations that are usually performed outdoors, and jobs which are performed usually indoors.

Scientists and Their Tools

1. Using catalogs and specialty magazines, students can collect pictures of tools used by workers who are scientists; astronauts, chemists, astrologists, astronomers, laboratory technicians, etc.

2. Pictures of scientists can be added.
3. The collection can be used for occupational collages.

Weather Reports

1. Students can keep class and individual records of the weather.
2. Elicit occupations of people whose work depends upon the weather conditions.
3. Students can role-play a worker who calls on phone, reads the latest newspaper, or listens to the radio or television for the latest weather report.

Planting Seeds

1. Each student can plant three seeds in soil in a baby food or other small jar.
2. If a small glass jar is used the student can watch the root system develop. (Soak lima bean seeds for three hours, then plant.)

SOCIAL STUDIES

Visitors

1. Invite neighborhood workers to the classroom.
2. Record the interchange as they answer students' questions about their occupations.
3. Re-play significant sections of the recording for part of a planned cumulative activity.

Specialists

1. Students can assume the roles of doctors, dentists, grocers, teachers, mechanics, and other specialists in the neighborhood.

LEVEL II (cont'd)

2. Each student in his role can tell the group what other specialists he needs in order to live as he does in the neighborhood.

3. As a result, students should gain an awareness of an interdependence of specialists in a neighborhood.

Neighborhood As A System

1. Through pictures, films, filmstrips, students should be shown that a neighborhood is made up of interrelated parts called subsystems, such as health care, religion, water and sewage systems, legal aid, housing, transportation, recreation, parks, business and shopping areas, etc.

ART

A Mobile

1. Students can make a mobile using coat hangers, thread or string, cut-out circles, to illustrate a neighborhood as a system with its component parts as subsystems.

2. Pictures can be painted on or glued on the circles to represent houses, stores, parks, schools, buses, cars, water and sewage systems, hospitals, etc.

3. Emphasize balance in neighborhood subsystems.

Working Together

1. To demonstrate the need for subsystems in a neighborhood to work together, students can create a series of chalk-on-black-paper drawings that show specific situations as:

    a. A shopper falls ill in the street. A citizen calls the police or rescue squad They notify the person's relatives and make a report. An ambulance is called if needed. The ill one is rushed to the nearest hospital. Nurses, doctors, and other staff members do what is necessary. The person subsequently recovers and is able to shop again.

Clay Workers

1. Have students use clay to create models of workers in the neighborhood.
2. Paint or draw settings for the workers on the inside of shoe box tops.
3. Use the box tops vertically to provide a background for the clay models.

Mural

1. Students can plan a mural.
2. Each student can create his favorite workers and the workers' job settings.
3. Students can choose the medium.

MUSIC

Musicians

1. Students should have an introduction to instruments in the orchestra.
2. They can learn the names of the instruments and the job name of the person who plays each instrument.

   Examples:

   a. piano - pianist

   b. violin - violinist

   c. cello - cellist

Song

Working Well - Sung to tune: Jingle Bells

Walking off to work
On clear or rainy days.
How we do enjoy our jobs.
In so many ways.

Working well!
Working well!
Working everyday.
Doing work we all enjoy,
Then we stop to play.

PHYSICAL EDUCATION

Stretching, Stopping, Reaching

1. Students will talk about workers who have as one of their tasks placing objects on shelves; clerks, librarians, grocers, secretaries, etc.
2. Students will put imaginary packages on shelves.
3. When the caller says, "High shelf," the students reach high on tip-toes.
4. The caller can say, "Low shelf," and students will respond by stooping to place the imaginary object.
5. When the caller says, "Eye level," the students should reach across.
6. Both arms should be used each time.
7. Background music can be used.

Sports

1. Students will learn to recognize popular American games; basketball, baseball, football, tennis, soccer.

2. Each student should be able to name at least two well-known players who participate in the games on a college or professional basis.

TOOL TECHNOLOGY

Nail Designs

1. Students can use squares, rectangles, or circles of cardboard.
2. With a large nail, designs can be punched into the cardboard.
3. The designs can be pre-sketched.
4. The nail holes can be made about one half inch apart.
5. The design can be colored or hand-stitched with yarn.

Clay Coins

1. Small jars, glasses or round pencils can be used as rolling pins to flatten and roll out clay to a thickness of one-half centimeter.
2. Students can decide demonstrations of coins to be made.
3. Coins can be cut with appropriate sizes of container tops and marked for identity.
4. Coins can be dried, glazed and fired in a kiln.

Paper Clip Pictures

1. Students can color with crayon a white sheet of paper.
2. Colors should be put on heavily.
3. A paper clip can be used to draw designs or objects by scratching the crayon away with the round end of the paper clip.

BULLETIN BOARDS

Campaign Posters and Speeches

1. As students simulate an election, they can make posters and write speeches.
2. Each of the two groups can be given equal space for planning bulletin board areas to display creations.
3. Students who have not decided which side to support can read bulletin board material.

Who Ought to Win?

1. Students should write short essays answering the question, giving reasons.
2. These essays should serve as advertisements on a campaign-oriented bulletin board.

SUGGESTED RESOURCES

Field Trips

1. Oxon Hill Children's Farm
   Oxon Hill Road, Maryland; phone: 426-6921
   A working farm, farm animals, equipment, pony rides.

2. Rock Creek Nature Center
   Military and Glover Roads, N.W., phone: 426-6829
   Nature study, general science.

3. Safeway Dairy
   6830 Columbia Park Road, Landover, Maryland
   phone: 772-7120
   Milk processing operation and the preparation of delicatessen items.

4. Chesapeake and Potomac Telephone Comapny
   13th and H Streets, phone: 637-9000
   Telephone equipment and processes involved in telephone service.

RESOURCE PERSONS

1. File clerk
2. Typist
3. Stenographer
4. Member of City Council
5. Public Health Officer
6. Laboratory Technician
7. Cafeteria worker

FILMS - Media Center

1. The Food Store
   197 Black and white 13 minutes

   Jack and Ann help their mother with the Saturday marketing in the local self-service store. They see the different wholesalers supplying the local store with dairy products, bakery goods and prepared packaged foods.

2. Health: You and Your Helpers
   1558 Color 11 minutes

   Explains the work of health inspectors, doctors, dentists and nurses in contributing to the health of the community. Discusses how each person can contribute to his and her community's well-being through proper exercise, rest, good food and personal cleanliness.

3. Neighborhoods Are Different
   1600 Color 11 minutes

   Uses the personal interview approach to compare and contrast different neighborhoods - a farm community, a small town, a big city and a suburb. Shows how the activities of children vary in each area.

4. People Who Work at Night
   868 Black and white 14 minutes

   Illustrates a few of the many activities that are carried on by people who work at night. Shows a taxi driver, a gas station attendant, a druggist, a bus driver, a hotel clerk and activities at a newspaper plant, a dairy, a bakery and a factory.

5. My Milkman, Joe
   1210 Color

   A milkman and his puppet helper from outer space tell school children about the food value of milk and milk products. They emphasize the role of the milkman and other community helpers.

FILMSTRIPS

1. Workers for the Public Welfare
   Color, silent with captions, set of (9) with teacher's manual, $48.50, individual filmstrips, $6.00.
   Eye Gate House, 1971.

   Includes police and police protection, fire and fire fighters, post office, the library, social sciences, sanitation workers, transportation, recreation, park and playground workers.

REFERENCES

1. Our Working World - Senesh
   Neighborhoods

   a. Chapter 9: Neighborhoods and Government

   b. Chapter 12: What Keeps Neighbors Together?
      What Keeps Neighbors Apart?

2. Miner, Irene. The True Book of Our Post Office.
   Chicago: Children's Press

   Tells how mail is sorted at the post office and sent to all parts of the world.

3. Schwartz, Alvin. The Night Workers.
   New York: Dutton.

   Introduction to city employees who work at night.

4. Sootin, Laura. Let's Go to a Police Station.
   New York: Putnam.

   What the police department is like.

5. Voight, Virginia F. I Know a Librarian.
   New York: Putnam.

   Introduction to the duties of the librarian.

LEVEL II

CONCEPT: Mankind uses tools for work.

SUB-CONCEPTS:

1. Different tools are used for different kinds of work.
2. All tools are important.
3. Work can be done easier, faster and better when tools are used.
4. Some tools have few parts, while others have many parts.
5. People make tools and change them so that they work differently.
6. Workers usually have to be taught how to use tools.
7. Tools should be handled carefully and safely.
8. Plans should be made for safe storage of tools.
9. Tools should be repaired or replaced as necessary.

BEHAVIORAL OBJECTIVES:

1. The student will be able to name a wide variety of tools.
2. Given at least six (6) jobs, the student will be able to name the tools used by the workers to do each job.
3. Given a minimum of twelve (12) tools or pictures of tools, the student will be able to tell the workers or workers who use each tool.
4. Given a minimum of twelve (12) tools or pictures of tools, the student will be able to identify the tools and tell their uses.

5. Students should be able to categorize tools as having few parts or many parts.

6. Students should be able to name tools that do the same job, one tool more improved than the other.

   Examples:

   a. hand can opener - electric can opener

   b. safety razor - electric razor

   c. knife - pencil sharpener

7. The student should be able to use simple tools safely and effectively.

   Examples:

   a. can opener

   b. scissors

   c. hammer

   d. pliers

   e. screwdriver

   f. saw

8. The student should be able to store safely tools that he uses.

9. The student should be able to list job titles of persons who repair tools.

   Examples:

   a. knife sharpener

   b. plumber

   c. locksmith

LEVEL II (cont'd)

LANGUAGE ARTS

Conversations

1. Have pupils discuss jobs in which people use their voices.
2. Stress the importance of enthusiasm in conversing; the need for pleasing voice tones and the ability to adapt the voice to the occasion, proximity of the listener and the size of the group.
3. Students can role-play appropriate situations.

Alphabetizing

Students can:

1. Make an alphabetical list of things in the classroom.
2. Make an animal dictionary by cutting, pasting and labeling.
3. Make an alphabetical list of first names of members of the class.
4. Alphabetize at least twenty (20) job titles.

Classification

1. Students can make a graph showing pets their friends have.
2. The friend's name an picture of the pet can be placed in each block.

MY FRIENDS' PETS

Cats	Dogs	Birds	Fish	Other

Contest

1. Students can be timed for two (2) minutes to see who can write the longest list of tools in the given length of time.

MATHEMATICS

Machines at Home

1. The student can count the number of machines in various rooms of his home.

2. He can find a total of all the machines at home.

Tools - How Many?

1. The students can count the number of legs on all beds in their homes.

    a. How many legs does each bed have?

    b. How many beds are there?

    c. How many legs are there for all beds?

2. He can illustrate his ideas in the medium of his choice.

Prices of Tools

1. Students should use catalogs to find out and compare the prices of tools.

2. Charts can be made of their findings.

SCIENCE

Exploring Machines

Have students:

1. List all the household appliances which have

an electrical heating element.

Examples:

a. dishwasher

b. toaster

c. dryer

d. electric blanket

e. iron

f. electric heater

g. oven

h. curlers

2. Make a chart displaying pictures of household appliances which have electric motors.

Examples:

a. mixer

b. washing machine

c. dryer

d. shaver

e. blender

f. garbage disposal

g. electric knife

h. air conditioner

i. refrigerator

j. dehumidifier

Exploring Metals

Students can:

1. Find and bring in tools made of different kinds of metal or wood.
2. Identify, label and compare metals.
3. Choose different kinds of metal and do an in-depth study of the sources, refinement, characteristics and uses of the metals.

SOCIAL STUDIES

Care of Tools

1. Students should name many containers for the carrying and safe-keeping of tools.

   Examples:

   a. tool chest

   b. attache' case

   c. camera bag

   d. pencil case

   e. brief case

Transportation of Tools

1. Students should make a list of workers who use large tools that have to be carried in a vehicle.

   Examples:

   a. musicians

   b. plumbers

   c. carpenters

   d. bricklayers

   e. painters

Improvement of Tools

1. Students should discuss simple tools and their uses.

2. Students should associate each simple tool with a more complex tool that does the work more effectively.

   Example:

   a. hand lawn mower - power mower

Invention

1. The student should think of a job that he would like to see done and invent a tool to do the job.

2. He can give an oral description of the tool,or illustrate it.

ART

Torn Paper Overlap

1. Have each student draw a large outline of a tool on drawing paper.

2. Supply magazines that have colorful glossy pages.

3. Students can tear pieces of any color and paste inside the outline, making pieces overlap until the outline is filled.

4. Mix the media by having students crayon the background.

Fingertip Paintings

1. The student can dip fingers in paint to make a

pictures using tip prints to compose the picture.

2. Picture subject should be of the student's choosing.

Finger Stitching

1. Students can make a cardboard sampler using a sentence as theme.

   Example:

   a. Mankind uses tools for work.

2. The letters can be sketched in manuscript or cursive writing.

3. The holes can be about half-inch apart.

4. Yarn can be pushed through each hole in simple running stitch.

MUSIC

Expressive Singing

1. Have students create rhythmic and melodic material.

2. They can demonstrate a variety of rhythmic responses to the same song.

Composers

1. Students can become acquainted with some composers and their music.

2. They can present playlets or oral reports on music programs viewed, or concerts attended.

Instrument Recognition

1. Students can listen to records or tapes to try to tell which instrument they hear.

Originality

1. Students can make up another verse for a well known song.

Rhythm Band

1. Students can collect items that will serve as percussion or rhythm instruments to accompany songs and dances.

PHYSICAL EDUCATION

Tool Relay

1. Two or three teams of equal number can be formed.

2. Each team should stand in a row behind the starting line.

3. The first person of each team must balance a plastic tool on his head and walk, not run, to the goal line, turn and run back with the tool in his hand and hand it to the next person in line.

4. Continue until all team members have had a chance to walk, then run.

5. The team that finishes first is the winner.

The Work Walk

1. The students stand in groups of eight (8) on the starting line.

2. Another line is drawn parallel to the starting line on the play area about twenty (20) feet away.

3. Each student places his arms outside his knees and grasps his ankles as he stoops.

4. On a signal, he walks forward (still grasping his ankles) as rapidly as possible to the goal line.

Role-play

1. Students can role-play people using tools; a hammer, pliers, saw, drill, etc.
2. A background of music can be used.

TOOL TECHNOLOGY

Wooden Shapes

1. Various shapes and sizes can be used to give the student freedom in creating interesting arrangements that are non-representational.
2. Tools can be used to make shapes.
3. Nails can be used to make a durable construction.

Wire Artistry

1. Students can use flexible wire made of iron, aluminum, or copper to create three-dimensional forms as it is bent and twisted.

Tool Shop

1. Students can arrange a store using the tools they have created.
2. They can make price tags, design advertising displays, and role-play customers, clerks, floor manager, owner and neighbors.
3. Elicit additional ideas from students.

Tool Kit

1. Assemble a homemaker's tool kit for the jobs that might need to be done at home by members of the family.
2. List the repair situations and tools needed.

BULLETIN BOARDS

Have students:

1. Paint pictures that illustrate uses of tools.
2. Search magazines for pictures of tools and workers. (Individual or class collages can be made.)
3. Make a chart with drawings of simple tools on one side, and complex tools on the other each appropriately labeled.

SUGGESTED RESOURCES

Field Trips

1. Construction site
2. Hardware store
3. Appliance store
4. Auto repair shop
5. Jewelry repair shop
6. Tree trimming scene

RESOURCE PERSONS

1. Piano tuner
2. Gardener
3. Dentist
4. Auto mechanic
5. Landscaper
6. Emergency auto repair truch driver

7. Boat mechanic
8. Elevator repairman
9. Construction worker
10. Telephone lineman

FILMS

1. Our Wonderful Ears and Their Care
   1689 Black and white 11 minutes

   Using diagrams and an ear model, a doctor explains to a boy the structure of the ear, how he hears sounds and how he should care for his ears.

2. The Modern Post Office
   2279 Color 13 minutes

   The movement of a single piece of mail - a postcard is used to illustrate the work of the modern post office. This card is mailed at San Francisco and is received in Los Angeles by a young boy. Cancelling, sorting and shipping equipment are explained.

3. The Day Milk Was Turned Off
   153 Color 27 minutes

   The "plot" is developed around a fantasy situation in which milk suddenly disappears throughout the United States, depicts what actually would happen if this event turned into reality.

4. Community Television
   2443 Color 11 minutes

   A rich use of sound accompanying the visual techniques, the students experience the activities which bring many different kinds of programs to home or school television receivers. The film offers a communication for both information and entertainment.

5. Fine Structure and Patterns of Living Things
   15 Black and white 30 minutes

   Shows daybreak, gulls, water, dock crews, the work of the seamen, cargo unloading with fascinating diversity on harbor sights and sounds.

FILMSTRIPS

1. Turn Off Pollution
   11 minutes, color, $135.00. Encyclopedia Britannica Educational Corporation.

   Children see how they can help fight pollution in the community where they live.

REFERENCES

1. Hall, Natalie. The World in a City Block New York: Viking Press.

   A young boy delivers bread in his neighborhood and discovers that his neighbors are people from all over the world.

2. Schneider, Herman and Nina. Let's Look Under the City. Reading, Mass: Addison - Wesley.

   One sees the many ways in which individual homes are connected with the rest of the city.

3. Our Working World - Senesh
   Neighborhoods

   a. Chapter 9: Neighborhoods and Government

b. Chapter 17: Understanding Nature

c. Chapter 18: Understanding People

d. Chapter 19: Looking Ahead

LEVEL II

CONCEPT: Work has rewards.

SUB-CONCEPTS:

1. People who work away from home usually receive a reward called income or money.
2. The money people receive is usually called wages or salary.
3. People use money to get goods and services for themselves.
4. Goods and services have different values, therefore, different prices.
5. Work can give people a feeling of pride and satisfaction.
6. A worker usually likes other people to know that he is doing his job well.
7. People can enjoy working together.
8. In order to earn more money, a worker often tries to do his work better or tries to get a different job from the one he has.
9. Workers who care enough to do their work well, give neighborhoods better goods and services.
10. Workers who do not receive money give time, talent and often their own money to their job. These people are called volunteers.
11. Volunteers receive a feeling of satisfaction for working for a cause they believe in.
12. Volunteers take pride in helping others.

BEHAVIORAL OBJECTIVES:

1. The student should be able to choose four occupations from a list and tell what each worker might do to show that he take pride in doing his job.

2. Given a list of five occupations the student will be able to tell experience which would give each worker a sense of satisfaction in his job.

3. The student will be able to explain how salaries or wages are paid. He will display an understanding of hourly, daily and yearly rates of pay.

4. The student should be able to identify the American denominations of coins and paper money.

5. The student should be able to return change from a given amount of money for a certain purchase.

6. Given a choice of job situations, the student should be able to role-play:

   a. a happy worker

   b. a satisfied customer

   c. a pleased employer

7. The student should be able to list means employers use to reward employees for exceptional work.

   Examples:

   a. Verbal praise

   b. Letter of commendation

   c. Certificate of award

   d. Plaque

   e. Honorable mention in a company or department publication.

   f. Luncheon, dinner
   g. Promotion
   h. Days off
   i. Gift (watches, luggage, etc.)
   j. Bonus
   k. Increase in salary

8. The student will be able to name at least six (6) jobs that are voluntary and tell how these jobs are essential in the neighborhood.

LANGUAGE ARTS

The Mechanic

1. Ask students what work they have heard parents, relatives or family friends talk about having done to their cars.
2. Elicit the job name of the worker who did the work. (auto mechanic, car repairman etc.)
3. List some of the mechanic's jobs and discuss.

   Examples:

   a. Change the oil.
   b. Lubricate the car.
   c. Repair the tires.
   d. Change the spark plugs.
   e. Install new brakes.

4. Develop meaning of underlined words.

5. Ask how the worker feels when he makes the car run better. How does the customer feel? How does the worker feel when he knows the customer is pleased?

6. Have students make crayon drawings of a pleased mechanic and a satisfied customer.

MATHEMATICS

Earnings

1. Students can find out how much money a paper boy earns selling twenty-five newspapers everyday for seven days.

Budgeting

1. Students can make a budget for the newsboy. How much does he save? What does he do with the balance?

Shopping

1. Students can plan a family grocery list.

2. Itemize groceries and prices. What is the total spent?

Salaries

1. The student can use the Classified Advertising - Help Wanted section of the newspaper to discover salaries for different jobs.

2. A chart can be made of job requirements and rates of pay.

SCIENCE

Our Senses - A Chart

1. Students can complete the following chart.

What Can You -

See?	Hear?	Feel?	Taste?	Smell?
television	bell	needle	milk	food
mother	whistle	heat	candy	smoke

Check-Off for Senses

	See	Hear	Feel	Taste	Smell
fire	/		/		
food	/		/	/	/
horn	/	/	/		

* Add others.

Most Important Senses

1. Have students name the senses that seem to be most important in a given list of occupations.

   Examples:

   a. Surgeon - touch, sight, hearing

   b. Braille reader - touch

   c. Chauffeur - sight, touch, hearing

   d. Cook - sight, taste, touch, smell

   e. Gas Company repairman - smell, touch, sight

2. Have the students list in order of importance the senses are used in a given list of occupations.

3. Have students name the jobs that sightless and/or deaf persons could perform.

SOCIAL STUDIES

Vocabulary

1. Students vocabulary should be extended to include definite and indefinite time words, as generation, centennial, bicentennial, brief period, future, earlier and later as related to day, week, month and year, presently, shortly, long ago and current events.

Problem Study

1. For study of neighborhood problems students can consider:

   a. Evidence of the problem

   b. Definition of the problem

   c. Affect of problem on the neighborhood

d. Causes of the problem

e. Solution

Tenants and Landlords

1. Students can role-play the idea that a group of tenants going to the landlord with a problem is more effective than one tenant approaching him.

2. Have students decide upon a problem to be solved; repair of building, creation of a small playground or a park, elimination of litter.

Exploration

1. Students can take a neighborhood walk to observe anything which could be an existing problem.

2. They can look for dilapidated buildings, littered lots and yards, children crossing streets in the middle of the block, deep puddles near the sidewalks,

ART

Neighborhood Problems

1. Students can create a mural illustrating the kinds of problems they discovered in their neighborhoods.

Sense of Touch

1. Students can discover the rewards of touch by comparing textures; soft absorbent cotton, hard stones, sharp stones, fluffy feathers, rough bark, smooth marble, etc.

2. Students can become more sensitive to the surface qualities of objects.

Crayon Techniques

1. Students can place various objects under thin paper. Crayon can be rubbed over the objects.
2. Use leaves, string, paper shapes, hairpins, paper clips.

Clay Manipulation

1. Students can discover that squeezing parts from a whole piece of clay prevents the object from breaking at arms, head. legs, ears, tail.
2. They can discover that parts that protrude break off early as do thin sharp edges.
3. They can gain skill in wetting and smoothing clay objects so that they will dry without cracking.

Commercials

1. Students can write or verbalize television commercials for an imaginary fireman recruiting campaign.
2. Kinds of training and rewards of the job should be included.

MUSIC

Instrument Recognition

1. Students should learn to recognize by scund and by sight individual instruments of the band or orchestra; harp, cello, double bass, piccolo, oboe, French horn, viola, English horn, bassoon.

Originality in Self-Expression

1. Students can create melodies for poems and verses for familiar songs.

2. Students can dramatize song stories.

3. Students can create dances for songs and short instrumental pieces.

Music Reading

1. Students can learn to recognize high and low notes on the staff, note values and easy rhythmic patterns.

Songs

1. Students can sing songs about selling, buying, work and the rewards of work.

PHYSICAL EDUCATION

Locomotor Movements

1. Students should continue developing skills in locomotor movements of the body.

2. Difference should be emphasized between the skip and the gallop.

3. Skip - Take a skip, then a little hop, first on one foot and then on the other and let your arms skip like your foot, one forward and the other backward.

4. Gallop - Keep one foot ahead of the other. Take a longer, higher step with the forward foot. Land lightly on the balls of the foot. Change from one foot to the other.

Axial Movements

1. Students should continue axial movements with the feet remaining in place and the arms, legs and the torso moving. These movements are swaying, swinging, striking, turning, twisting, bending, stretching, falling and rising.

Rabbit Hop

1. The children stand in rows of equal numbers.
2. The leader of each row bends his knees and places his hands on his hips. He jumps forward from the starting line to the goal line.
3. The second player moves up to the starting line and jumps to the goal line.
4. Each player on the team repeats the above action.

Run for Your Supper

1. The children join hands in a circle facing out. One of the players stay on the outside of the circle. This player runs around the outside of the circle and, pointing to a player, says, "Run for your supper." That player must run in the opposite direction. The one who returns to the vacant place first is "It."

TOOL TECHNOLOGY

Working With Materials

1. Students can experiment with many kinds of fabrics to discover possibilities and limitations.
2. They can invent ways to use simple stitches with yarn on burlap, or with embroidery floss on muslin to make items of the student's choosing.
3. Buttons can be attached to the fabrics.
4. Various materials can be stitched on felt, muslin or burlap.

   Suggestions:

   a. curtains for a playhouse

   b. aprons

LEVEL II (cont'd)

- c. table covers
- d. napkins
- e. place mats

5. Students can experiment with pulled threads to create open spaces, squares and plaids.

Comic Paper Mache'

1. Students can tear comic sheets into small pieces.
2. These pieces, a basin full or more, can be soaked overnight in water.
3. Next day, squeeze water out.
4. Mix paper with wall paper paste.
5. Mold into shapes.
6. When dry, the shapes can be spray painted or shellaced.

SUGGESTED RESOURCES

Bulletin Boards

NEIGHBORHOOD INTERVIEWS

Talking to a Plumber

Talking to the Grocer

Talking to the Librarian

ALL IN THE NEIGHBORHOOD

Our Walks

1. (Use pictures of children walking, or just feet walking.)

Colors of Houses

Trees

Noises

Fences

Stores

Traffic Signs

Goods and Services Signs

What else can you see in the neighborhood?

2. (Paintings, drawings or cut-outs can illustrate the topics.)

FIELD TRIPS

1. Police Station
2. Supermarket
3. Department Store
4. National Arboretum
5. Florist Shop
6. Dry Cleaning Establishment

RESOURCE PERSONS

1. Dental Assistant
2. Registered Nurse

3. Recreation Worker
4. Auto Mechanic
5. Stock Clerk
6. File Clerk
7. Teen-age Babysitter
8. Paper Boy

AUDIO-VISUAL AIDS

Films

1. Cities and History: Changing the City
8 minutes color 16mm, sound $115 - rental: $12.50
McGraw - Hill Films

Older areas of the city become shabby as factories close and people move to the suburbs to find work. Shows how city planning can prevent this.

2. Families and Rules: Watch How Well Everything Works
10 minutes color $145; rental: $12.50
McGraw - Hill Films

About why a family needs rules.

3. Helpers Who Come to Our House
791 Black and white 11 minutes

Tells the story of Joey's family moving into a new home. Joey learns that the newspaper boy, milkman, mailman, garbage men and others come to his house in the community and earn their living by being helpers.

LEVEL II (cont'd)

4. How Is Clothing Made? - Story of Mass Production
   1828 Black and white 14 minutes

   Follows the production and distribution of a shirt from the designer's sketches through factory mass production to purchase in a store.

5. The New House - Where It Comes From
   804 Black and white 11 minutes

   Shows a boy watching the building of a new house. He learns where such materials as concrete, lumber, bricks, glass and pipe come from - sees the work of carpenters, bricklayers, glaziers, painters, plumbers, and electricians - and learns that many people have to work together to build the houses in which we live.

6. Our Class Works Together
   1737 Black and white 11 minutes

   A group of children build a model community. They learn the importance of planning and solving problems together, sharing ideas and work.

7. Mothers - What They Do
   2442 Color 11 minutes

   Depicts the work of three mothers, a full-time housewife, a full-time working mother and a part-time working mother. An overview of a typical day is covered in the lives of each of the mothers from homemaking duties, to the operating of office machines, to helping customers select items in a hardware store.

REFERENCES

1. Mann, Peggy. The Street of the Flower Boxes, New York: Coward, McCann & Geoghegan.

LEVEL II (cont'd)

Lively multi-ethnic story about some enterprising city children who sell window boxes as their contribution to urban renewal.

2. Sechrist, Elizabeth and Janette Woolsey. It's Time for Brotherhood. Philadelphia: Macrae.

   A brief summary of the efforts of people who worked for the cause of brotherhood.

3. Our Working World - Senesh
   Neighborhoods

   Chapter 10: Neighborhoods and the Law

   Chapter 11: Volunteers in the Neighborhood

   Chapter 14: Neighborhoods Face Problems

POEMS

Source: Ferris, Helen. Favorite Poems - Old and New
Doubleday and Company, Inc.

Holding Hands	Lenore M. Link	p. 172-173
Song of the Pop-Bottlers	Morris Bishop	p. 358
Trucks	James S. Trippett	p. 889
Engine	James S. Trippett	p. 889
The Pasture	Robert Frost	p. 924
Apple Song	Frances Frost	p. 239
Taxis	Rachel Field	p. 245-246
The Postman	Rachel Field	p. 248
The Ice Cream Man	Rachel Field	p. 249-250
Tired Tim	Walter de la Mare	p. 308

LEVEL II (cont'd)

The Fisherman	Abbie Farwell Brown	p. 316-317
The Chickens	Anonymous	p. 911
The Shoemaker	Unknown	p. 316

LEVEL III

LEVEL III

CONCEPT: There is dignity in all work.

SUB-CONCEPTS:

1. Many people work for a living.
2. There is a difference between work and play.
3. There are many values in all types of work.

BEHAVIORAL OBJECTIVES:

1. Given five workers the student will be able to tell in a story why each worker is important to his city.
2. The student will be able to place the correct uniform with the correct job.
3. The student will be able to compare his daily routine with that of a worker.

LANGUAGE ARTS

1. Video-tape children performing an original play which they have written about workers in their city.
2. Children can put a list of occupations in alphabetical order.

   Example: Put these jobs in alphabetical order.

   a. Doctor
   b. Lawyer
   c. Clerk
   d. Barber
   e. Artist
   f. Fireman
   g. Electrician
   h. Social Worker
   i. Typist
   j. Life Guard

k. Principal
l. Nurse's Aide
m. Technician
n. Metro Worker
o. Pilot

3. The Sorting Game:

Make a box with several individual slots. Draw, paint or color on people working their jobs. Have a card with the name of that job. The child must put the correct job name with the job.

Example:

Pictures Go Here	Name Cards
	Policeman
	Cook
	Bus Driver
	Gardener

4. Have students tell what each of his parent('s) or guardian('s) job is.

5. Make a chart listing each student's parent's job.

6. Children can compare the jobs of their parents with one another.

MATHEMATICS

1. Children can group occupations into sets.

Example:

Set I - Community Service	Set II - Art	Set III - Working With Numbers
Public Relations	Layout Man	Engineer
Fund Drive Worker	Draftsman	Actuary
Urban Sociologist	Art Teacher	Cashier
Recreation Director	Sign Designer	Teller
Political Worker	Designer	Checker

* Note: After the students are familiar with these careers, scramble the jobs and have the students put the occupations in the correct set.

2. Using addition and subtraction, have the students compare and contrast the salaries of different workers in their city.

Example:

Profession	Salary Per Week
Cook	$100.00
Pro Football Player	700.00
Policeman	230.00
Secretary	150.00
Architect	850.00
Bookkeeper	250.00

a. How much more does the architect make than the

1. Football Player?

2. Policeman?

3. Secretary?

SOCIAL STUDIES

1. Students will list the ten most important workers in his community. (In making the list the student will decide in order who he considers to be the most important to the least important.)

2. Match the worker with the task he performs.

Put letters here.	WORKER	JOB
____	1. Policeman	a. helps us to learn
____	2. Teacher	b. protects us
____	3. Nurse	c. takes care of us when we are sick
____	4. Postman	d. designs houses and buildings
____	5. Mayor	e. delivers our milk
____	6. Activist	f. helps make decisions for our city
____	7. Architect	g. makes goods for us to use
____	8. Factory Worker	h. finds ways to improve our city

3. Set up a post office or dairy in the classroom. Students will choose and perform a job found in the post office or dairy. Afterwards students will write about his job that he performed in the post office or dairy, and the importance of the job that he performed.

ART

1. Make hand puppets depicting people of specific occupations in the city.

a. Policeman	d. Mailman
b. Nurse	e. Sanitation Engineer
c. Fireman	f. Teacher

2. Make clay statues of workers that they would like to be when they grow up.
3. Construct dioramas showing different workers at work.

PHYSICAL EDUCATION

1. Take a walk on a busy street with a lot of stores and factories. The children will select all the workers on that street and tell how they are contributing to that particular area. When the students return to the classroom have them to write down five of the workers they saw and what each worker's task was.
2. Give students a list of positions of all the players in the Washington Redskins (or another football team). Have them tell how each team member is important to the success of the team winning and being a top-rated team. (Include the second and third string players.)
3. Invite a Karate expert to demonstrate the techniques of his job and let pupils participate.

TOOL TECHNOLOGY

1. Construct a post office or dairy.

Materials:

cardboard
cardboard boxes
paint
pencils
scissors
tape
glue
thread
envelopes
stamps
rubber stamp
saw
cloth
needle
construction paper
milk cartons

2. Make character boards depicting workers in our city.

3. Cut out from magazines of workers in action and make jigsaw puzzles of these workers.

SCIENCE

1. Make a list of five kinds of scientists and have the students match what each scientist does with the name of his profession.

Example:

The Profession	What Does He Do?
_____1. Geologist	a. He studies the earth's environment.
_____2. Bacteriologist	b. He studies animal life
_____3. Climatologist	c. He studies rocks.
_____4. Ecologist	d. He studies the climate
_____5. Zoologist	e. He studies bacteria.

2. Have students play a game called "It's What the Electrician Fixes!" Have a list of things that an electrician does and does not fix. Divide the class into three groups; the group that gets the most correct answers wins.

MUSIC

1. Create a song about city workers.
2. Have each student write a line about one city worker. (ex. fireman, I am a fireman, I put out fires.)
3. Put all the lines together and select a tune (maybe a familiar tune everyone knows, such as, "Row, Row, Row Your Boat" would be good.)
4. Learn songs about different workers in the city.

BULLETIN BOARDS

IN THE CITY OR COUNTRY?		
Put a check below city, country or both if you think he works there.		He plants corn. (farmer)
CITY	COUNTRY	
		He takes care of animals. (veterinarian)
		He tries to prevent crime. (policeman)
		He collects garbage. (sanitation engineer)
		He helps us to learn. (teacher)

LEVEL III (cont'd)

WORKERS IN OUR CITY

Put these jobs in ABC order.

fireman
teacher
disc jockey
cleaner
sociologist
recreation worker
mayor
policeman
city councilman
secretary
typist
teller
manager
businessman
carpenter
plumber

Match the name with what he does.

1. mayor	a. he plays records
2. disc jockey	b. he makes decisions for our city
3. teller	c. he handles money
4. businessman	d. he controls important businesses
5. plumber	e. he fixes drains

Bring in pictures of our city workers and place them here on the Bulletin Board.

LEVEL III (cont'd)

RESOURCE PERSONS

1. Fireman
2. Sanitation Worker
3. Postman
4. Doctor
5. School Nurse
6. Teacher
7. Librarian
8. Cashier
9. City Planner
10. Gas and Electricity Repairman
11. Factory Worker
12. Waitress

TRIPS

1. Mimes and Masques Theater
2. U.S. Capitol
3. Hospital
4. Union Station
5. Woolworth's, Hecht's (any department store)
6. Briggs Meat Packing Company
7. D.C. Fire Department
8. Montgomery College Planetarium

LEVEL III (cont'd)

9. Metro Construction Site
10. D.C. Recreation Department

FILMSTRIPS

Coronet Filmstrips
Workers Series
Sound Filmstrips (8 filmstrips with four (4) records)
372.83

1. Workers and Their Work
2. Workers Who Move Things
3. Workers Who Make Things
4. Workers Who Sell Things
5. Workers Who Fix Things
6. Workers Who Provide Food
7. Workers Who Provide Services
8. Workers In Professions

Eye Gate Instructional Materials

1. H550: Workers of the Community
   six (6) filmstrips; three (3) cassettes, $58.25; individual filmstrips, $7.25; individual cassettes, $5.95

   H550A Auto Service
   H550B Supermarket Manager
   H550C Appliance Repairman
   H550D Bus Driver
   H550E Local Newspaper/Printer
   H550F Restaurant Helpers

2. H458A Public Service Workers
   H458B Police and Police Protection

LEVEL III (cont'd)

H458C	Fire nad Fire Protection
H458D	Post Office and Postal Workers
H458E	Sanitation and Maintenance
H458F	Education and the Teacher

3. H551: Medical Services in the Community

H551A	Doctor
H551B	Nurse
H551C	Pharmacist
H551D	Optometrist
H551E	Dental Assistant
H551F	Veterinarian

4. X513: My Mother Works

X513A	At Home
X513B	In an Office at Home
X513C	In a Business Office
X513D	In a Store
X513E	In a Profession
X513F	At a Surprising Job

OTHER FILMSTRIPS

1. Community Helpers Series Set No.2, 40 frames, color.
2. Retail Store Workers, Edu-Craft, 1968. 3 color filmstrips, 3 - 12" records, 33-1/3 rpm; Grades 1 - 3.
    a. Drugstore Workers
    b. Service Station Workers
    c. Supermarket Workers

FILMS

D.C. Public Library

1. Community Services: 2434P-I
2. Who Needs You: 2451P-I

3. Mothers - What They Do: 2442C, 11 minutes, P-I
4. Fathers - What They Do: 2441C, 10 minutes, P-I

RECORDS

1. The Songs, "Community Helpers", "Playing Foreman", "Mister Bonder", and "Mister Policeman".
2. Our Singing World, Pitts, Lilla B., Kindergarten Book, Boston: Ginn, 1957. Songs about various occupations.

PUZZLES

1. Astronaut - The Judy Company, Deluxe Series, color, Grades 1 - 3.
2. Business Man - The Judy Company, Deluxe Series, Grades 1 - 3.
3. Doctor - The Judy Company
4. Librarian - The Judy Company
5. Community Helper - Crossword Puzzles, Ideal, Grades 1 - 3.

MULTI-MEDIA KITS

1. The World of Work, K-3, Series I
    - a. Getting to Know the World
    - b. The Newspaper Boy
    - c. The Junior Homemaker
    - d. At Your Service Recorder #60001

2. Workers We Know. Programmed Work Awareness Kit, Level B, Jack M. Frost, Ed. and Linda Ratcliff, M.A. Chronicle Guidance Publications, Inc.

CHILDREN'S LITERATURE

1. City Visits City Workers: Rowe, Jeanne A. Franklin Watts, Inc., 575 Lexington Avenue, New York, N.Y. 10022.
2. Andy Learns About Advertising: Braude, Michael and Howard E. Lindberg. T.S. Denison and Company, Inc., Minneapolis, Minnesota.
3. You Visit A, Meshover, Leonard. Benefic Press, Chicago.
    a. Newspaper Television Station
    b. Clothing Factory
    c. Post Office and Telephone Company
    d. Spaghetti Factory
    e. Bakery
4. Michael Braude and T.S. Denison Company.
    a. Tim Learns About Mutual Funds
    b. Shelby Goes to Wall Street
    c. Larry Learns About Computers
    d. Jeff Learns About the F.B.I.
    e. Bruce Learns About Life Insurance
    f. Danny Graham, Banker
    g. Friendly Workers Visit Larry

TEACHER'S REFERENCE

1. Our Working World: Cities. Senesh, Lawrence, 1973, SRA Inc.

   The Advisory Learning Exchange
   17th & M Streets, N.W.
   Washington, D.C.

LEVEL III

CONCEPT: The life style of a city depends on its workers who produce goods and provide services.

SUB-CONCEPTS:

1. Some workers produce goods.
2. Some workers provide services.
3. The environment will determine the type of goods and services produced.
4. People need goods that are produced and services that are provided.
5. Service occupations are based on the types of needs of the people in the city.
6. There are some jobs based on the types of goods produced.

BEHAVIORAL OBJECTIVES:

1. The student will be able to distinguish between goods and services by listing some of the goods produced and to point out some of the services rendered.
2. The students will be able to compare the types of needs of the people in one city to the needs of the people in another city.

ART

1. Make a comic strip about one city worker that offers a service in your community.

   Example:

   a. "The Friendly Mailman"

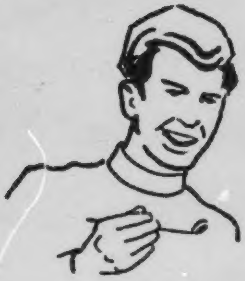
LEVEL III (cont'd)

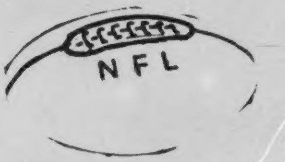
LANGUAGE ARTS

1. Given a list of goods and services make a chart and classify goods from services.

	GOODS	SERVICES
1. clothing		
2. cars		
3. health		
4. food		
5. bike		
6. counseling		
7. security		
8. soda		
9. education		
10. trash collecting		
11. mail delivery		
12. stereo		
13. T.V.		
14.radio		

2. Role play the life style of the people who live in different cities. Follow up with listing the goods and services that each character used.
3. Match the worker with the goods or services.
   * See next page for example.

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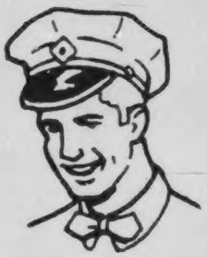

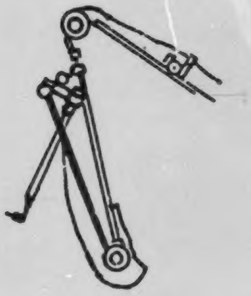

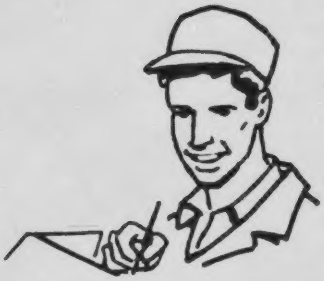

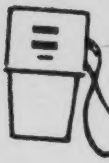

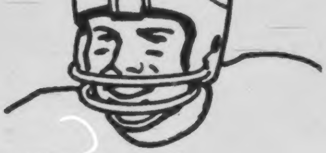
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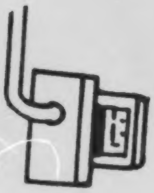

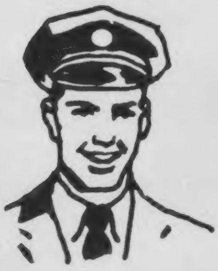

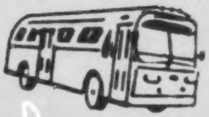

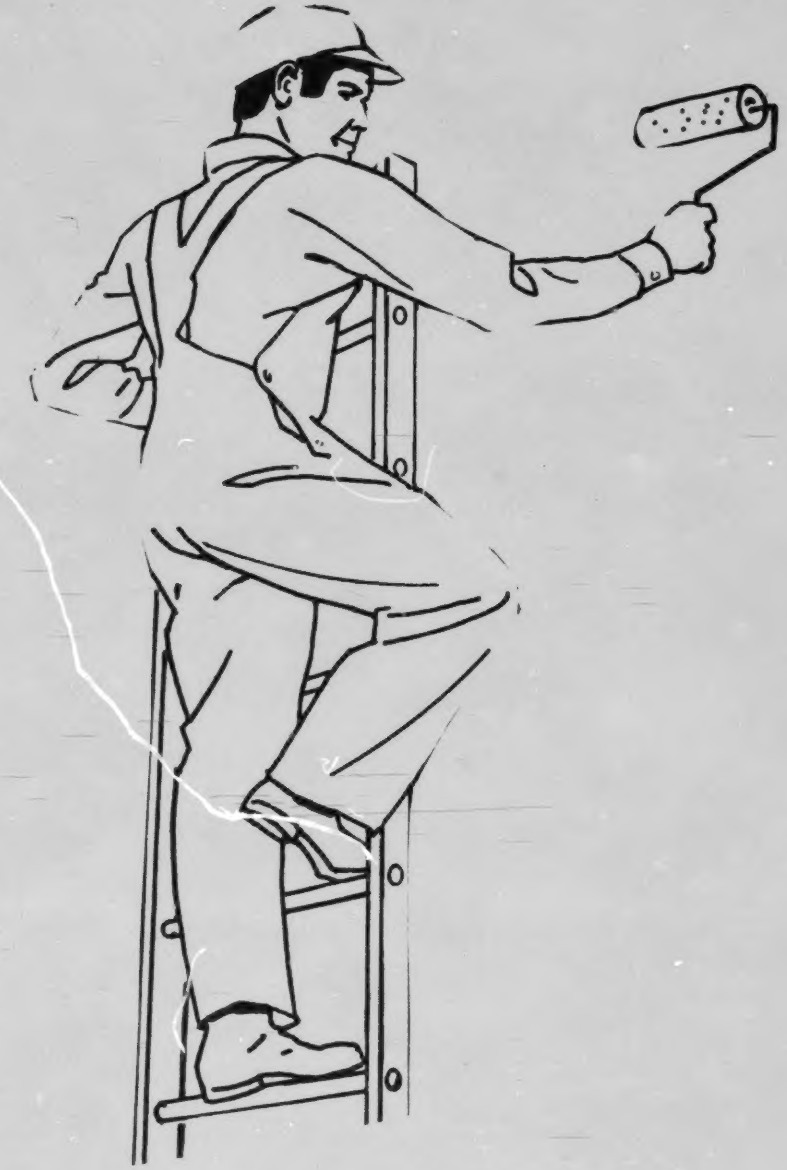

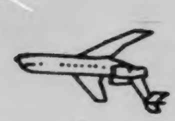

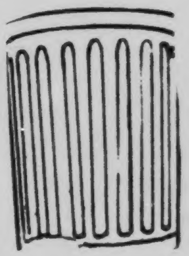

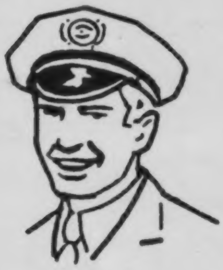

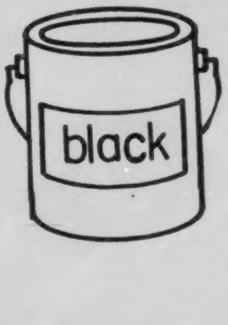
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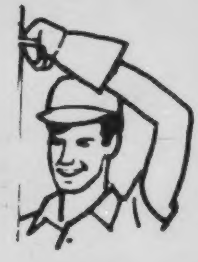


LEVEL III (cont'd)

4. List a group of services the children must decide the order of importance.

   Example: health, social services, security, fire fighting, etc.

MATH

1. Make up word problems using goods and services.

   Example:

   a. Jim picked 12 boxes of apples and Tom picked 8 boxes of apples. How many more boxes did Jim pick than Tom?

   b. Jane collected 567 bottlecaps. Then she found 437 more. How many did she have in all?

   c. Children are going on a picnic. They will use 32 packages of hot dogs, 8 hot dogs in a package. How many hot dogs in all?

2. Make a pictograph of community services. The graph will show the number of community workers in a given area.

   Example:

Sanitation Engineer	XXXXXXXXXXXX
Public Relationsman	X
Recreation Director	XXXXXXXXXXXXXXXXXXXX
Teacher	XXXXXXXXXXXXXXXX
Principal	XXXXXXXXXXXXXXXXXXXXX
Doctor	XXXXXXXXXXXXXX
Nurse	XXXXXXXXXX

MUSIC

1. Students will make up songs about city workers.
2. Students will learn the kinds of notes. Each kind of note will be a city worker.

   Example:

   half note = law enforcer

   whole note = lawyer

   eighth note = guard

   sixteenth note = probation officer

2a. After students have learned the notes, then they can make up a song keeping in mind what city worker each note stands for.

SOCIAL STUDIES

1. Students will cut out pictures of goods from magazines that our city depends on from other cities.

   Example: meats - Chicago
2. Make a product map of the United States. Include at least ten major cities on the map.
3. Draw, make or use toy models of products. Place these products on the map in the area in which they can be found.

4. Have the students look at the employment want-ad section of a metropolitan newspaper. Point out how the different want-ads reflect the characteristics of the city labor market:

    a. number of jobs available

    b. number of different jobs available

    c. range of salaries offered

    d. variety of job requirements

5. Explain that the jobs offered by the city can help people satisfy their needs.

    Example: Jobs enable people to earn income to satisfy their needs.

6. Follow-up with the student making a collage of want-ads and original drawings illustrating the theme "The City Offers Many Jobs".

7. Make a chart comparing the job opportunities for skilled and unskilled workers in the city.

Skilled Workers	Job Opportunities
Nurse	1. Variety of job choices
Welder	2. Good pay
Engineer	3. Normal hours
Technician	4. Upward mobility
	5. Health benefits
	6. Social security
	7. Pensions

Unskilled Workers	Job Opportunities
Maids	1. Few job choices
Janitors	2. Low pay
Porters	3. Irregular hours
Kitchen Helpers	4. Little chance to get ahead
Day Laborers	5. Low or no social security and pensions
Messengers	

SCIENCE

1. Have students read the "Ecology of the City" on pages 228 through 229 in the Cities textbook to demonstrate that pollution of the environment is part of producing goods and services. Discuss the following points:

    a. The terms ecology and ecosystem.

    b. How has man's technology harmed ecosystems?

    c. How has man harmed his ecosystem?

    As a result of this activity the students should be able to define the term ecosystem and to list several ways in which man has damaged his environment.

2. Show the filmstrip "The City" illustrating some of the causes of pollution created by people in different jobs and getting to a job.

    Example: A picture of an automobile with fumes pouring from its exhaust pipe.

3. Select students to role-play:
   a. a public health worker
   b. a city designer
   c. the owner of a sightseeing company
   d. a conversationalist
4. Have each student explain why pollution is "bad" in terms of his societal role, health, esthetics and other things. Use magazine pictures to illustrate his particular point of view.

PHYSICAL EDUCATION

1. Make a chart contrasting major sports played in two or more different cities located in two different areas telling why some sports are not Played in the other city.

CITY	SPORTS PLAYED	REASONS WHY
Washington, D.C.	Football Basketball Ice Hockey	1. People like these sports the most. 2. Special arenas built for them. 3. The climate.
Miami, Florida	Jai Alai Football Baseball Dog Racing Aquatic Sports	1. Special arenas built for them. 2. People like these sports most. 3. The weather is warm year-round

LEVEL III (cont'd)

2. Make a list of as many sports you can think of in the city where you live.

   Example: MY CITY, WASHINGTON, D.C.

   a. Football
   b. Soccer
   c. Tennis
   d. Basketball
   e. Ice Hockey
   f. Swimming
   g. Golf

3. Match the sports personality with the sport he/she plays.

SPORTS PERSONALITY	SPORT HE/SHE PLAYS
1. Billie Jean King	a. Boxing
2. Mohammed Ali	b. Tennis
3. O.J. Simpson	c. Basketball
4. Hank Aaron	d. Motorcycle Stunts
5. Arthur Ashe	e. Stock car driver
6. Wes Unseld	f. Track star
7. Evil Knievel	g. Football
8. Richard Petty	h. Gymnastics
9. Kathy Rigby	i. Baseball
10. Steve Williams	j. Golf
11. Lee Elder	

4. Given a list of major sports have students pick out major sports played in their city.

   Example:

   a. Baseball
   b. Hockey
   c. Skiing
   d. Gymnastics
   e. Tennis
   f. Football
   g. Swimming
   h. Track
   i. Golf
   j. Sky Diving
   k. Drag Racing
   l. Bullfighting
   m. Water Skiing
   n. Handball
   o. Lacrosse
   p. Karate
   q. Canoing
   r. Volleyball
   s. Water Polo
   t. Horseback Riding

TOOL TECHNOLOGY

1. Make a pictoral scrapbook showing pictures of goods and services and the workers that produce the goods or render the services.
2. Make clay models of any goods that are produced.
3. Make a model city showing areas for residential, health, educational and recreational areas.

SUGGESTED LITERATURE

1. City Visits City Workers - Rowe, Jeanne A.
   Franklin Watts, Inc.
   575 Lexington Avenue
   New York, N.Y. 10022

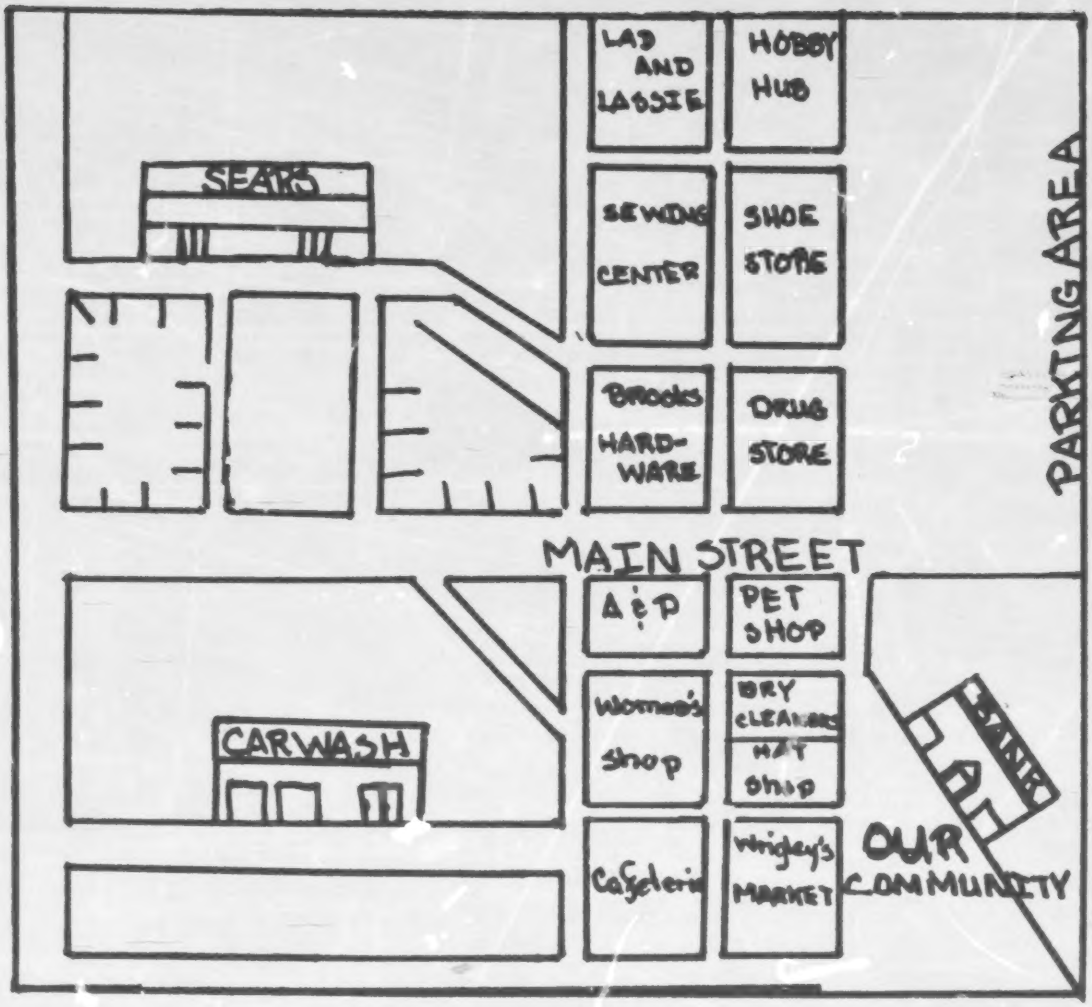
LEVEL III (cont'd)

2. Cities - Senesh, Lawrence
3. My Book of City Workers, Parts 1 and 2, Frost, Jack M. and Linda Ratcliff.
4. Career Guidance Manual for Teachers - Leonard, George E. and Doris Jefferies.
5. Encyclopedia of Careers and Vocational Guidance - Vol. I and II, Doubleday, Fergurson.
6. Curriculum Careering - A Career Education Gamebook, Bank, Ira M.
7. The World of Cities - Hall, Peter. New York: McGraw-Hill.
8. They Built A City - Holland, Janice. New York: Scribner.
9. This Is Washington - Sasek, Miroslav. New York: Mac Millan.

BULLETIN BOARDS

OUR CITY WORKERS - Name them.

LEVEL III (cont'd)


LAD AND LASSIE
HOBBY HUB
SEARS
SEWING CENTER
SHOE STORE
Brooks HARDWARE
DRUG STORE
PARKING AREA
MAIN STREET
A & P
PET SHOP
CARWASH
Women's Shop
DRY CLEANERS
HAT Shop
BANK
Cafeteria
Wrigley's MARKET
OUR COMMUNITY

LEVEL III (cont'd)

RESOURCE PERSONS

1. Waitress
2. Laundry Attendant
3. Employment Counselor
4. File Clerk
5. Telephone Operator
6. Factory Worker
7. Painter
8. Bank Teller
9. Gas or Electricity Repairman
10. City Planner
11. Salesman

FIELD TRIPS

1. Arboretum
2. Safeway Milk and Bakery (Landover, Md.)
3. Hechingers (Lumber yard)
4. Any neighborhood stores
5. Anacostia Neighborhood Museum (Smithsonian)
6. Briggs Meat Packing Company
7. Chesapeake and Potomac Telephone Company
8. D.C. Fire Department (your nearest station)
9. Maryland and Virginia Milk Producers Association

FILMS

1. Retail Store Workers - Edu-Craft, 1968, 3 color filmstrips. 3 - 12" records, 33 1/3 rpm, Grades 1 - 3.
2. The World of Work, K-3 series I, Getting to Know the World of Work.
    - a. The Newspaper Boy
    - b. The Junior Homemaker
    - c. At Your Service Recorder #60001
3. 830 - Washington, D.C. - Story of Our Capital, 1-s
4. 791 - Helpers Who Come To Our House
5. 1120 - Fire Fighters, 1135
6. 1121 - Government Workers, 1137
7. 1171 - Musicians, 141
8. 1172 - Public Employees, 17
9. 1131 - Retail Clerks, 74
10. 1131 - Teachers, 1135
11. 1131 - Food for Life, 2435 - P-I
12. Cities and Commerce: Where we get our goods and services, McGraw-Hill Films.
13. Story of the Wholesale Market, Churchill Films.

FILMSTRIPS

1. Some Neighborhood Helpers - 9 filmstrips
    - a. The Neighborhood Doctor

LEVEL III (cont'd)

- b. The Neighborhood Nurse
- c. The Neighborhood Pharmacist
- d. The Neighborhood Optometrist
- e. The Neighborhood Barber
- f. The Neighborhood Beautician
- g. The Neighborhood Newspaper Store
- h. The Neighborhood Fish Store
- i. The Neighborhood Service Station

2. Community Helpers Series Set No.2, 40 frames color.

3. Eye Gate - H550 Workers of the Community

H550E	Local Newspaper
H550F	Restaraunt Helpers
H550A	Auto Service
H550B	Supermarket Manager
H550C	Appliance Repairman

4. Eye Gate - H551 Medical Services in the Community

H551A	Doctor
H551B	Nurse
H551C	Pharmacist
H551D	Optometrist
H551E	Dental Assistant
H551F	Veterinarian

5. Eye Gate - H552 Services of the Community

H552A	Beautician/Barber
H552B	Laundry/Cleaner
H552C	Florist
H552D	Jeweler
H552E	Banker
H552F	Librarian

LEVEL III (cont'd)

6. Eye Gate - X231 Where Does It Come From?

X231A	Milk
X231B	Bread
X231C	Meat
X231D	Water
X231E	Books and Magazines
X231F	Shoes

LEVEL III

CONCEPT: There are many different kinds of work.

SUB-CONCEPTS:

1. Many different kinds of specialists are needed for the growth of a city.

2. Different kinds of jobs are determined by the geographical location of the city.

3. The advancement of technology has caused a wider choice of jobs and a change in the types of jobs.

4. The types of jobs available are determined by the resources and demands of that city.

BEHAVIORAL OBJECTIVES:

1. Students will be able to name different kinds of city workers.

2. Students will be able to identify different specialists found in the city and give reasons why their job is important to the community.

3. Students will be able to compare and contrast the types jobs found in a northwestern city with those of a southern city.

4. The student will be able to compare by listing the types of jobs in one city from that of another city according to the resources and demands of that city.

   Example: Los Angeles oil industry, movie industry; Washington, D.C. - government.

5. Students will state reasons why jobs have changed and are of a greater variety today than long ago.

LEVEL III (cont'd)

LANGUAGE ARTS

1. Create poems and/or stories about workers in our city.
2. Find the name of the worker and circle the name.

   Example:

   a. XJOCKEYWORX
   b. AILXCARRIER
   c. XDIRECTORWQ
   d. EXWRITERNMW
   e. OFCDOCTORACD
   f. TYEPOLICETFCD
   g. FIREMANTOVQRS
   h. TPOPERATORCST
   i. FBDENTISTOTU
   j. XUVCOOKFETCTO

3. Read the poems below and choose from the list what job the poem is talking about.

   Example:

   a. Reporter
   b. Journalist
   c. Director

   1. I run a paper, that's my job
      It's office is my dominion.
      And on the inside title page
      Is written my opinion.
      I am a ____________________.

LEVEL III (cont'd)

2. Sometimes I'm on the T.V. screen
Reporting events that are news.
And often on the radio
I report on people's views.
I am a________________________.

3. When there's a story I want you to see,
I make it a script, hire actors and crew.
I find a good spot to set up to shoot.
My movie can then bring the story to you.
I am a________________________.

4. Pick the word from the following list that describes the same job and print the word on the spaces provided.

Artist
Athlete
Author
Dectective
Druggist
Hairdresser
Landscaper
Mason
Physician
Pupil

a. Student and ___________________.
b. Gardener and __________________.
c. Doctor and ____________________.
d. Sportsperson and ______________.
e. Beautician and ________________.
f. Writer and ____________________.
g. Private eye and _______________.

h. Painter and ________________.

i. Pharmacist and ______________.

j. Bricklayer and ______________.

SOCIAL STUDIES

Map Activity

1. Given a map of the United States have students create a display illustrating how transportation is a determining factor in the location of our city. Include models of boats, trains, automobiles and airplanes. Captions explaining the relation between transportation and the development of the cities.

   Example:

   a. Boston was built on a seaport on the eastern coast so they could use ships for trade with Europe and other countries.

2. Students can make an illustrated booklet listing some of the factors that influenced the location and the growth of their city or town.

   Factors Affecting Growth of Cities

   a. Defense
   b. Transportation
   c. Raw Materials
   d. Power
   e. Trading or Manufacturing
   f. Common Group Interest (ex. religion - Mormons)
   g. Nature (ex. Salt Lake City - mining town)

3. Students can play charades in which the object of the game is to guess the occupation of the specialist being pantomimed to demonstrate that many different specialists work within the economic system of a city.

LEVEL III (cont'd)

Give the participants a slip of paper naming the specialist whose job they are to pantomime. After each performance have the students guess who the specialist is and whether he works in the city or country. The students should realize that most of the specialists work in the city.

doctor
nurse
fireman
musicians
barber
butcher

banker
florist
policeman
moving man
scientist
editor

jeweler
typist
plumber
baker
waiter
farmer
mailman

4. Have students collect newspaper articles or magazine articles about the work of specialists who are involved in social services, government and businesses who help settle and prevent conflicts in the city. Put these collections into a scrapbook.

5. Students make an illustrated chart comparing the type of tools and jobs found in an industry long ago with the tools and jobs found in that industry today.

Example:

a. Clothing

Then	Now
Making a dress	Making a dress

6. The Yellow Pages Game - Take the Yellow Pages in any telephone book. Make up questions to be answered by students concerning information on the Yellow Pages.

   a. Automobile Body Repair and Painting

      D & M Collision Service
      640 Bradley St............555-2367

      Hines Body Shop
      205 Lincoln...............555-2369

   b. Auto Dealers

      Ben's Air Conditioned
      Deluxe New Cars
      640 Elm...................555-8120

   c. Circle Car Mart
      Good Deals
      Big Trade-Ins
      121 State

---

1. If you needed a few repairs on the body of your car and a body repairperson to work on it, where would you go?

---

2. What car company can give you Big Trade-Ins?

ART

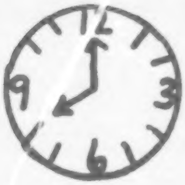
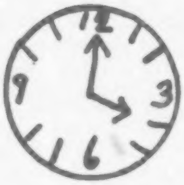
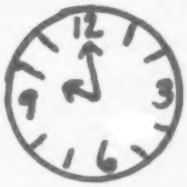
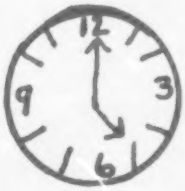
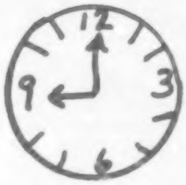
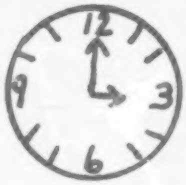
1. Make a diorama of the different workers in the city.
2. The students can make cut-paper posters of workers at work.
3. The children will make finger puppets of the different workers in the city.

LEVEL III (cont'd)

MATHEMATICS

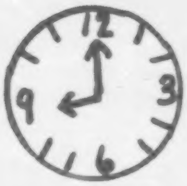
1. The Time Clock Game

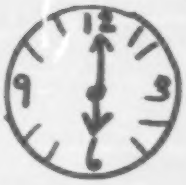
Directions: Jane Doe is a bank teller. For every hour Jane works, she is paid three dollars. Examine the clock faces to determine the number of hours she worked each day. Then find out how much she earned each day and how much she earned for the week.

	TIME WORKED			
DAY	FROM	TO	HRS. WORKED	$ EARNED
MONDAY			________	________
TUESDAY			________	________
WEDNESDAY			________	________

LEVEL III (cont'd)

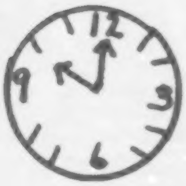
THURSDAY FROM TO HRS. WORKED $ EARNED

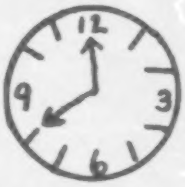




________ ________

FRIDAY





________ ________

2. The File Clerk - Pretend you are a file clerk who files records, correspondence, memos, and other materials by letter, number or date. See if you can do the work of a file clerk.

Directions: Put these numbers in numerical order from the smallest to the largest.

100 __________

207 __________

4 __________

2 __________

206 __________

207 __________

1111 __________

209 __________

200 __________

Directions: Put these names in alphabetical order beginning with the letter A.

Lincoln, Toby
James, John
Jones, Susan R.
Jackson, Thomas
King, Karen
Andrews, Lee
Jones, Susan D.
Jefferson, Mike
Jacks, Terri

Directions: Put these dates in order from earliest to latest.

January 16, 1975
June 1, 1975
December 31, 1975
July 4, 1975
January 1, 1975

SCIENCE

1. Make up poems or riddles about occupations in the area of science. Have the students match the name of the scientist with the riddle or poem.

Example: When predicting the weather, it's fun to proclaim,
We expect snow today and not any more rain.

I am a ______________________________.

I study animals and classify them by a science name.

I am a ______________________________.

Afterwards make a crossword puzzle using the names of the scientists.

2. Students can research in the library the new jobs that have been created in recent years in the fields of ecology. Students can make individual reports or a group chart showing the jobs created and the purpose of each job.

3. Given a list of jobs that are seasonal jobs and the season in which the job is done, students can match the job with the seasons.

Example:

a. lifeguard	winter
b. fruit picker	summer
c. amusement park wprker	fall

MUSIC

1. Learn and sing the song, "What is a City?"

2. List kinds of jobs found in the area of music.

Examples:

a. director

b. violinist

LEVEL III (cont'd)

  c. concert singer
  d. agent
  e. song writer
  f. conductor
  g. technician
  h. rock singer
  i. drummer
  j. composer

3. Have students research the Motown Record Company and answer the following questions:
  a. In what two cities is Motown located?
  b. Who owns Motown?
  c. Who is the president of Motown?
  d. Name five top recording artists who have contracts with Motown?
  e. What famous children's rock group records for Motown?

You may add as many questions as you see needed.

4. Have students role-play parts of workers in the music industry.

Example: disc jockey

5. Have students take a survey from their friends, schoolmates, parents, etc. of their favorite top ten records. Compile the list of records in class and make a class list of the top ten favorites.

PHYSICAL EDUCATION

1. View film "Fun and Recreation in Big Cities" to see different kinds of specialists in recreation.

2. Draw a line through all the letters that do not help to spell the name of the job.

   Example:

   a. MWNUQTRAINERRVMNQWZXQ

   b. PRWZFOOTBALLXPLAYER

   c. WBASEBALLXPLAYER

   d. PTYBASKETBALLXPLAYER

   e. SKXINSTRUCTORNXPTQZ

   f. HGBTENNISAPLAYERNQPR

   g. MWNSOCCERKLPLAYERKJH

3. List in order which job you think is the most important in assisting a football team in being very successful.

   Example:

   a. _____coach (head)

   b. _____coach (assistant)

   c. _____trainer

   d. _____manager

   e. _____owner

   f. _____doctor (team)

LEVEL III (cont'd)

TOOL TECHNOLOGY

1. Set up an assembly line to make, for example, tug boats, to show that many different kinds of specialists work together.
2. Make jigsaw puzzles of different city workers using tri-wall.
3. Construct a large diorama of an airport, train station or bus station depicting the different types of workers that are needed to run a transportation center.

   Suggested Materials:

   a. large cardboard platform or box

   b. tri-wall

   c. Elmer's Glue

   d. paint

   e. papier mache

   f. hand saw, jig saw

   g. toy models of people

   h. toy models of buses. trains, airplanes, etc.

   i. paint brushes

RESOURCE PERSONS

1. Metro Bus Driver
2. Representative from National Planning Commission
3. Representative from the Recreation Department
4. Gaint Meat Cutter

5. Policeman
6. Lawyer
7. Doctor
8. Representative from Congress
9. City Planner
10. The Factory Worker
11. Travel Agent of Tourist Agent
12. D.C. Councilman

FIELD TRIPS

1. Visit local airport, train station, bus station
2. Local Radio Station - (WHUR, WOL)
3. U.S. Capitol
4. District Building
5. Southwest Wharf
6. Williamsburg, Virginia
7. Smithsonian Institute (History)
8. Environmental Center (Southwest)
9. D.C. General Hospital
10. Business section of the city

FILMSTRIPS

1. Man and the Cities - BFA
2. Career Exploration - Kung, Inc.
    a. clerical
    b. commercial
    c. automotive
3. City Workers Do Their Duty - Colonial Films, Inc.
4. The Jelly Bean Co. - BFA Educational Media
    a. health services
    b. personal services
    c. information services
    d. public services
    e. recreation services
    f. environmental services
5. Jobs for the Now Generation - Bowmar
    a. Food Service Assistant
    b. Equipment Rental Assistant
    c. Engineering Assistant
    d. Real Estate Management Trainee
    e. Park and Recreation Assistant

6. Cabbages to Kings and Various Things - Bowmar
    a. Retail Food Clerk
    b. Security Retail Salesman
    c. Credit Counselor
    d. Retail Sales Associates
    e. Retail Department Head
7. The Nations Builders - Bowmar
    a. Architectural Draftsman
    b. Electrician
    c. Heavy Equipment Operator
    d. Civil Engineering Technician
    e. Carpenter

LITERATURE

Children's Literature

1. City Workers. Rowe, Jeanne A. Franklin Watts, Inc., New York, N.Y.
2. About the People Who Run Your City. Newman, Chicago, Melmont.
3. You Visit A... Meshover, Leonard, Benefic Press, Chicago.
    a. Newspaper Television Station
    b. Clothing Factory
    c. Post Office and Telephone Company
    d. Spaghetti Factory
    e. Bakery

LEVEL III (cont'd)

TEACHER'S REFERENCES

1. Our Working World, Cities, Senesh, Lawrence. Science Research Associates, Inc., Chicago, 1973.

2. Career Guidance Manual for Elementary Teachers
   George E. Leonard, Project Director
   Doris Jefferies, Boston University
   Sally Spedding, Southfield Public Schools

FILMSTRIPS

1. Man Has Wings - Bowmar
   - a. Aircraft Engine Craftsman
   - b. Pilot/Flight Instructor
   - c. Airframe Mechanic
   - d. Passenger Service Agent
   - e. Air Traffic Controller
2. Workers for the Public Welfare - Eye Gate
3. The Age of Electronics - Bowmar
   - a. Electronic Technicians
   - b. Machinists
   - c. Environmental Test Technicians
   - d. Electro Mechanical Assemblers
   - e. Technical Writers

4. A City Is Services - Churchill Films

LEVEL III (cont'd)

FILMS

1. 2434 Community Services - P-I
2. 2449 Why We Pay Taxes: The Town That Had No Policeman
3. 1112 Auto Workers
4. 1113 Bakers
5. 1114 Barbers and Beauticians
6. 1172 Public Employees - 17
7. 791 Helpers Who Came to Our House

America At Work Series

1. 1202 Airline Workers
2. 1161 Air Conditioning Workers
3. 1162 Aluminum Workers

Other Films

1. Retail Store Workers - Edu-Craft, 1968, 3
2. A City and Its People - Film Associates
3. Pat Explores His City - Encyclopedia Britannica Corp.

BULLETIN BOARDS

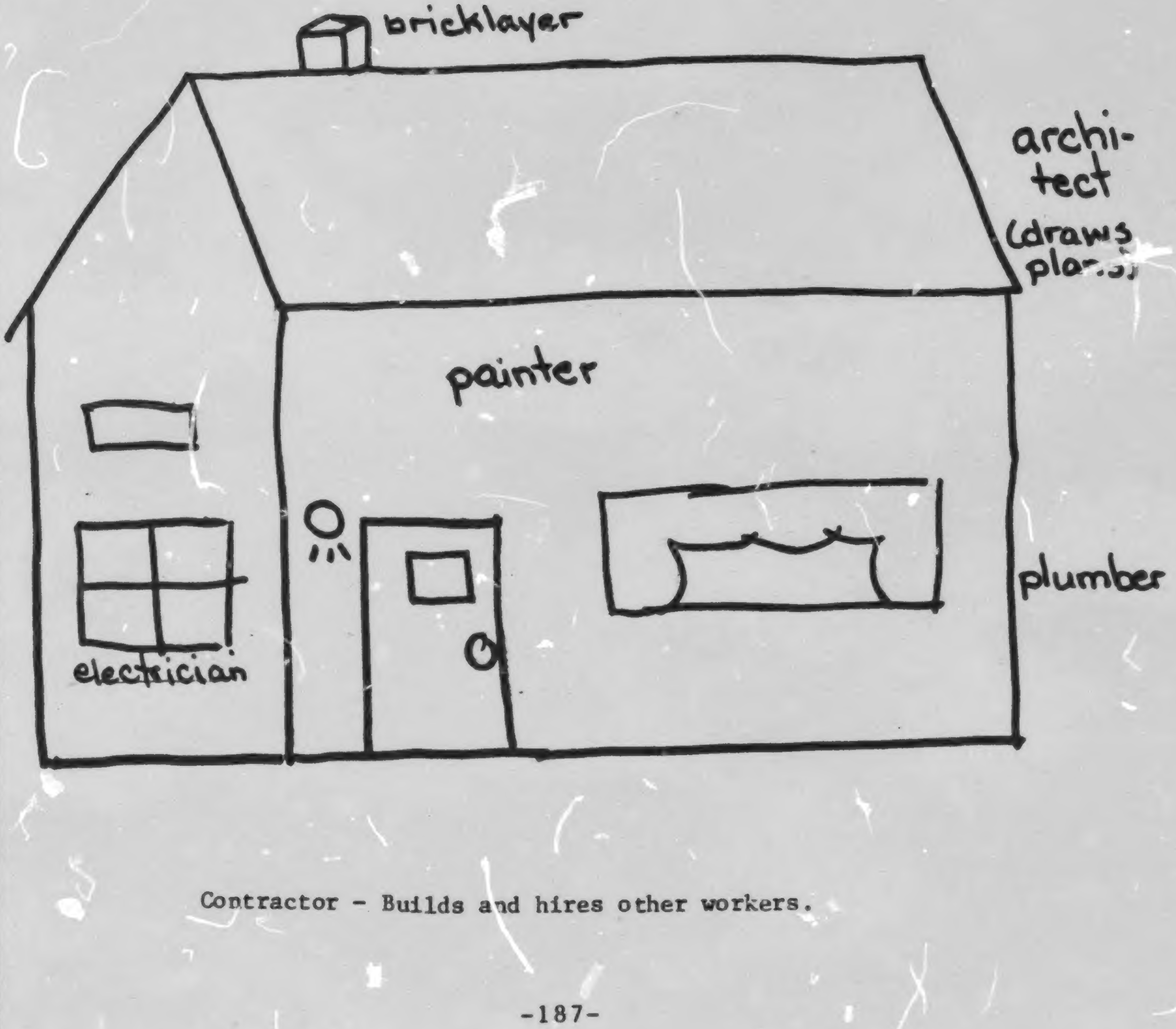
1. There are certain books, songs, T.V. programs and movies that tell about workers and their jobs. See how many titles about workers you can name in each area. If you can not think of any, make up some program or literature titles of your own and place them on the board.

AREA	NAME OF TITLE	NAME OF JOBS
Books		
Songs		
T.V. Programs		
Movies		

LEVEL III (cont'd)

OUR TOWN COMMUNITY HELPERS

Builders


bricklayer
archi-
tect
(draws
plans)
painter
plumber
electrician

Contractor - Builds and hires other workers.

LEVEL III

CONCEPT: Mankind uses tools for work.

SUB-CONCEPTS:

1. Tools help us to produce things faster and better.
2. There are simple and complicated tools.
3. People have to know how to use tools and machines.
4. Man can improve the tools and machines that he invents.
5. Tools and machines must be properly maintained if they are to be useful.

BEHAVIORAL OBJECTIVES:

1. Students will be able to identify the kinds of simple and complicated machines.
2. Students will list five (5) reasons why tools are necessary.
3. Students will be able to give reasons through discussions why tool technology has replaced many workers.
4. Students will be able to compare tools of the past with those tools of present day.
5. Students will be able to list the different techniques in the proper care and use of tools.
6. Students will be able to list the kinds of education needed to operate certain kinds of machines and tools.

LANGUAGE ARTS

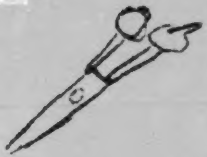
T
SCHOOLS - Add to the following list by drawing and
O naming the different tools you might use
L in the classes below. Think of the tools
S that you need on your job at ____________
School.

CLASSES	EXAMPLE	YOUR TURN
ART	crayons	
ENGLISH	dictionary	
PHY. ED.	baseball	
MATH	ruler	
MUSIC	piano	
SCIENCE	microscope	
SOCIAL STUDIES	map	

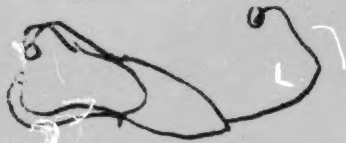
LEVEL III (cont'd)

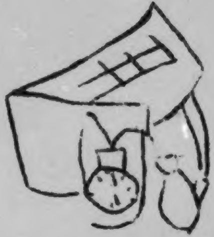
Tools

1. A _______________ uses these tools.

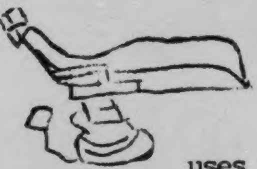


2. A _______________ uses these tools.

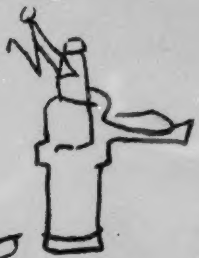


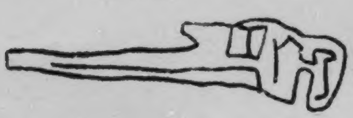


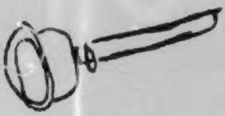
3. A _______________ uses these tools.



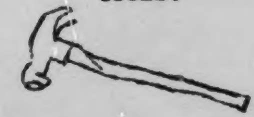
4. A _______________ uses these tools.

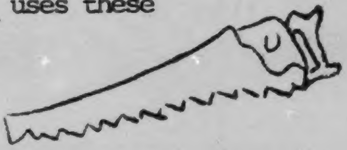






5. A _______________ uses these tools.





LEVEL III.

Language Arts: (cont'd)

Match the tools with the worker, then put the tools group into ABC order.

Ex.

Bricklayer ____________

____

Carpenter ____________

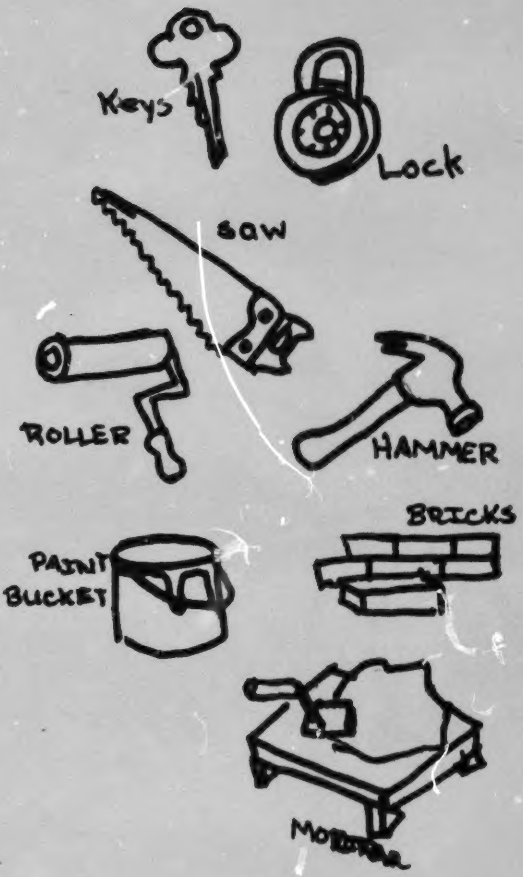
____

Locksmith ____________

____

Painter ____________

____


Keys
Lock
saw
ROLLER
HAMMER
BRICKS
PAINT BUCKET
MORTAR

LEVEL III (cont'd)

MATHEMATICS

1. A license plate, insurance, gas and oil and repairs are all tools in the functioning of a car. Answer the questions below if:

License Plate	$ 21.25
Insurance	198.90
Gas and Oil	170.00
Repairs	57.00

a. Which of the above tools is most expensive?

____

b. Which tool is less expensive? __________________

c. What is the difference between the insurance and the gas and oil? __________________

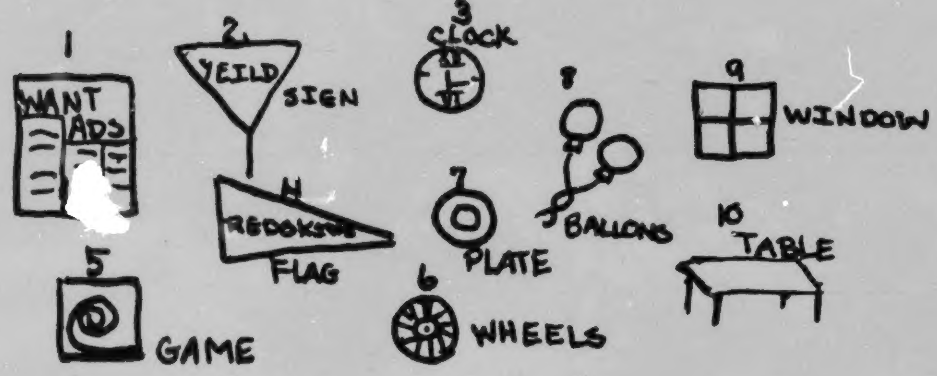
$$\begin{array}{r} \$198.70 \\ \underline{-170.00} \\ \$ \end{array}$$

d. How much were the license plates? __________________

e. How much were the repairs? __________________

2.. The objects below are tools used in our community. What kinds of shapes do these tools have?

LEVEL III (cont'd)


1
WANT ADS
2
YEILD
SIGN
3
CLOCK
8
9
WINDOW
4
REDOKSKIN
FLAG
7
PLATE
BALLONS
10
TABLE
5
GAME
6
WHEELS

1. ____________________

2. ____________________

3. ____________________

4. ____________________

5. ____________________

6. ____________________

7. ____________________

8. ____________________

9. ____________________

10. ____________________

Choose from here:

rectangular

circular

right angle

square

triangle

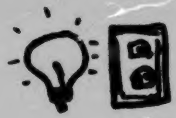
LEVEL III.

Science:

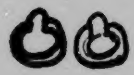
1. Students will identify the worker who is a technician, by the tools he uses.

Dry Cleaner
Shoe Repairman
Jeweler
Plumber
Locksmith
Carpenter
Television Repairman
Electrician
Mason

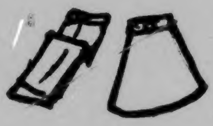
I work on and fix these things.
I am an ________________.



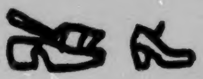
I make and sell these things.
I am a ________________.



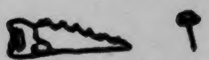
I clean and press these things.
I am a ________________.



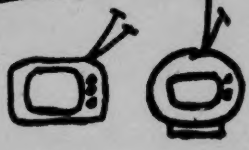
I make and repair these things.
I am a ________________.



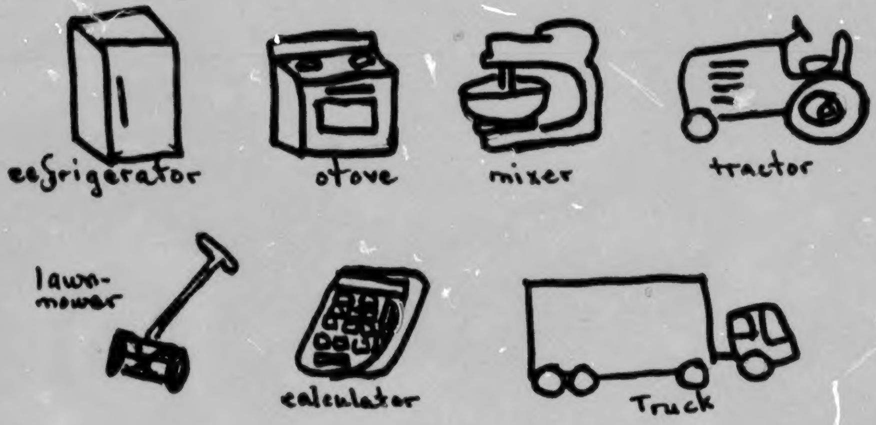
I work with these things.
I am a ________________.



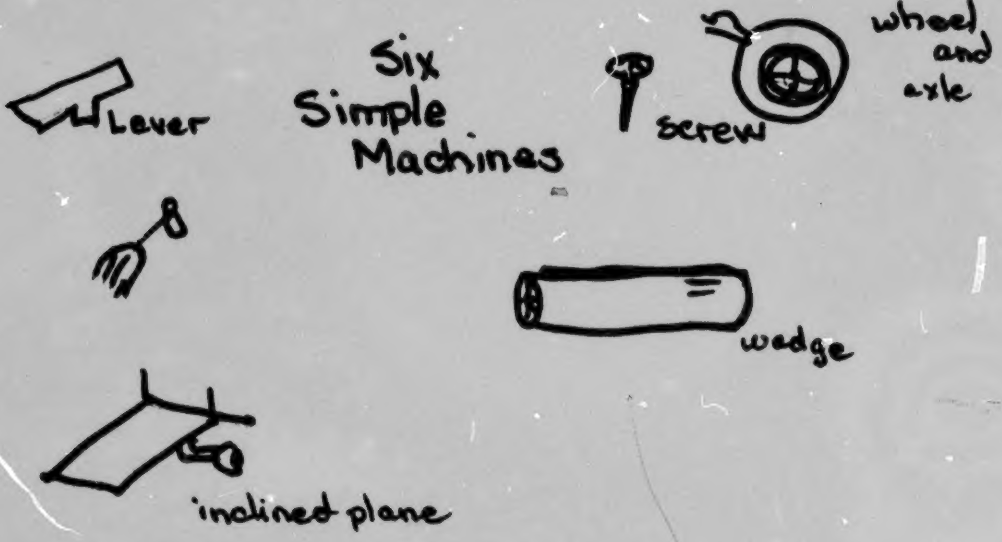
I work on and fix these things.
I am a ________________.



2. "Machines Help Us." Make a large chart of different machines. Label each machine. Have students write one reason each machine is helpful to us.


refrigerator
stove
mixer
tractor
lawn-mower
calculator
Truck

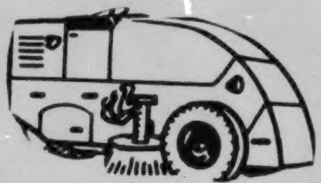
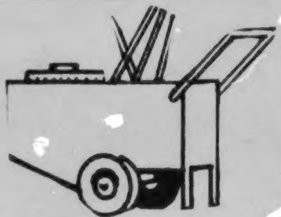
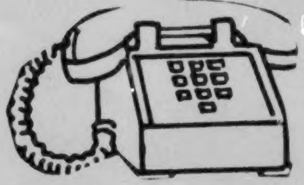
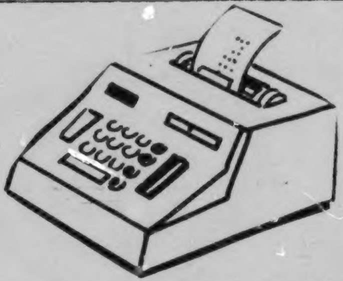
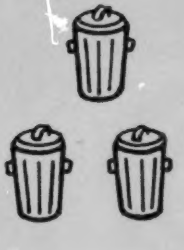
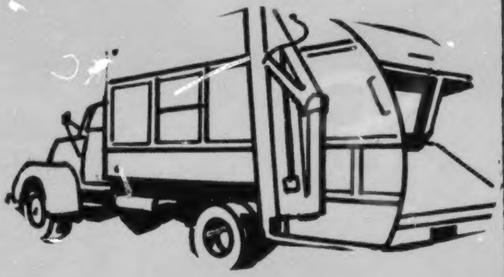
3. Make a chart or bulletin board of the six (6) simple machines. Have students identify each simple machine by placing the correct name under the machine. (Use sentence strips for machine names.)


Six Simple Machines
Lever
screw
wheel and axle
wedge
inclined plane

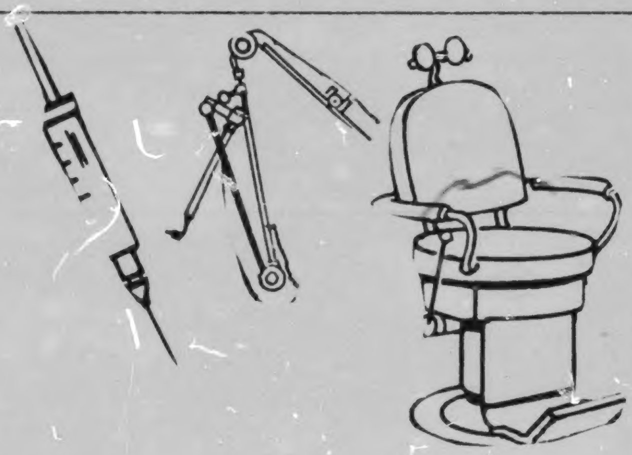
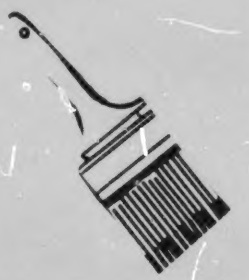
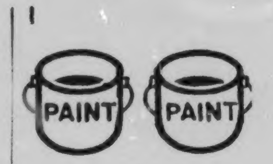
LEVEL III (cont'd)

SOCIAL STUDIES

1. Students will paste the correct pictures of the tools on each box for each job. Can you think of some more tools?

WHAT TOOLS DO THESE CITY WORKERS USE?	
STREET CLEANER	 
OFFICE WORKER	 
GARBAGE COLLECTOR	 

LEVEL III (cont'd)

WHAT TOOLS DO THESE CITY WORKERS USE?	
DENTIST	
PAINTER	 

2. Students can compare tools used in the past with those used now in an industry.

Example: Street Cleaner

Past	Present
broom, dust pan, cart	street sweeper machine

3. Take an industry such as construction and make a chart depicting the types of jobs found in that industry and what educational requirements are needed and what major tools are used by each worker.

CONSTRUCTION WORKERS

WORKER	REQUIREMENTS	TOOLS USED
1. Architects	4 years of Architecture in college. 3 years experience in an Architect's office.	drawing board, protractors, compasses, pencils
2. Carpenters	4 years apprenticeship with high school or vocational training.	basic tools: hammer, saw, nails, etc. Heavy power tools.
3. Plasterers	3 or 4 years apprenticeship. Plaster applicants must be between 17 and 25 years of age. Be in good physical condition and have good manual dexterity.	trowel, spade, bucket

4. Game: The Future

Students will be asked to stretch their imaginations a little in this activity. Given cards with the name of a worker on it students will think of one or more machines that will, has or can replace that worker in the job task he has.

LEVEL III (cont'd)

Example:

teacher	television
accountant	computer

5. Make a mural showing the evolution of early man-made simple tools to the modern form of the tools.

Suggested tools to evolute:

a. Hand axe   c. Drill

b. Digging stick   d. Wheel & pulley

Example: Hand axe to Electric Saw

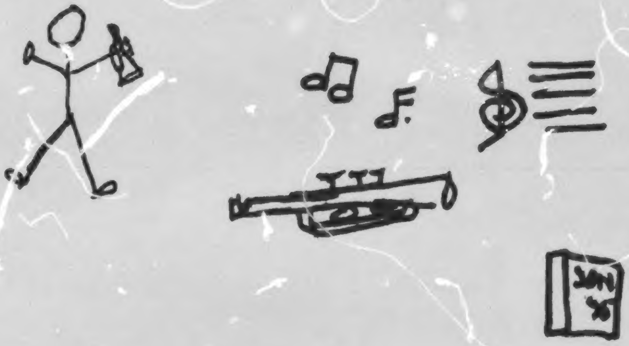
ART

1. Children can draw the tools they use in their everyday life. (Such as: toothbrush, plates, cups, bed, etc.)
2. Children can paint a mural dealing with the kinds of tools and machines that a doctor, plumber and cook uses.
3. Make clay models of tools that are found in the school building.

MUSIC

1. Draw the tools that musicians use.

   Example:



2. Children can make up songs about workers and their tools.

TOOL TECHNOLOGY

1. Make simple tools using clay, papier mache', tri-wall or wood.

2. Make up safety rules for the proper use of tools that you use in your school.

   Example: Safety Rules

   a. Put all tools away when not in use.

   b. Never point a sharp tool at anyone.

   c. Do not place your hands in crotch of the handles while pliers are in use.

3. Compare tools that are defective with those that are in new or good condition, to show the dangers and bad results that can occur when using defective tools.

   Example:

   a. Use a saw that has a dull blade. Cut a piece of wood with the saw with the dull blade and one with a new blade. Record results.

PHYSICAL EDUCATION

1. The Sportsperson Game

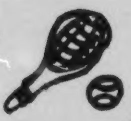
   Directions: Use the pictures as clues to identify the sport each person plays. Write the name of these sports on the line below each picture.

   Archery
   Badminton
   Baseball
   Basketball
   Football
   Golf
   Hockey
   Tennis
   Volleyball
   Weight Lifting

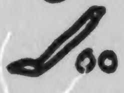
LEVEL III.

Physical Education: (cont'd)

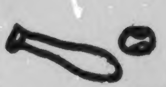
When Tom plays _______________,
he uses these.



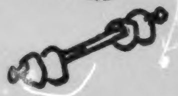
When Gloria plays _______________,
she uses these.



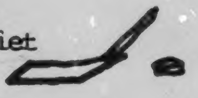
To play _______________, Barry
uses these.



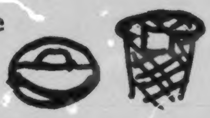
To _______________, William uses
these.



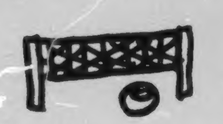
To play _______________, Harriet
uses these.



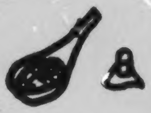
To play _______________, Bruce
uses these.



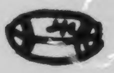
To play _______________, Victor
uses these.



To play _______________, Brenda
uses these.



To play _______________, Frank
uses these.



2. Tools help man do better what he could do with his body alone. Some tools help man do things that he can not do at all with his body alone.

   In this activity, students will draw pictures of tools that aid man in doing things that his body can not do alone.

   Example:

   a. Man can fly by airplane.

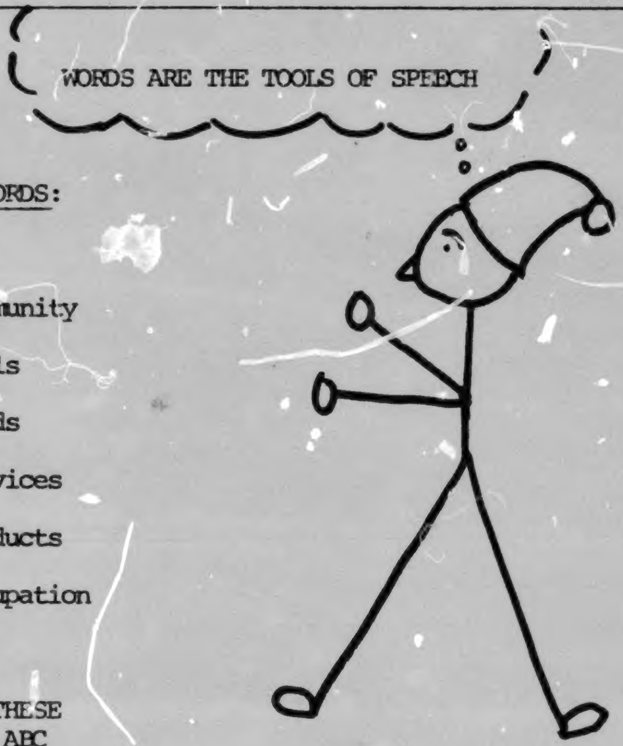
   b. Man can swim under water for a long time with a diving suit.

   c. Man can jump out of a plane from the sky with a parachute.

3. Students can pantomime the notions of different machines and have other students guess what machines they are imitating.

LEVEL III.

Bulletin Board:


WORDS ARE THE TOOLS OF SPEECH

TODAYS WORDS:

- Job
- Community
- Tools
- Goods
- Services
- Products
- Occupation

NOW PUT THESE
WORDS IN ABC
ORDER

LEVEL III (cont'd)

THE TOOLS OF OUR CITY

CAN YOU THINK OF ANY MORE?

LEVEL III (cont'd)

SUGGESTED RESOURCES

Trips

1. Metro Construction Site
2. Washington Post
3. Adelphi Mill
4. The Asphalt Institute
5. Audubon Naturalist Society
6. Chesapeake and Potomac Telephone Company
7. Kern Distributors
8. National Bureau of Standards
9. Neighborhood Dry Cleaners
10. Kennedy Center

Resource Persons

1. T.V. Repairman
2. Custodian
3. Telephone Linesman Installer
4. Engineer
5. Secretary
6. Plumber
7. Bricklayer
8. Accountant
9. Carpenter

LEVEL III (cont'd)

10. Printer
11. Musicians

Literature

1. Popeye and Construction Careers, King Comic Books, New York, N.Y.
2. Popeye and Environmental Careers, Kind Comic Books, New York, N.Y.
3. Community Careering, Bank, Ira M., CGP, Moravia, New York, 13118.
4. Machines. Edward, Victor. Chicago, Lottet, 1962.
5. Children Study American Industry. Gilbert, Harold G., Iowa; W.C. Brown Company, 1966.
6. A Maker of Bones. Wright, H.R. Holt, Rhinehart and Winston, Inc., U.S.A.
7. T.S. Denison and Company, Inc., Minneapolis, Minn.
    a. Larry Learns About Computers
    b. Shelby Goes to Wall Street
    c. Richard Learns About Railroads
    d. Peter Enters the Jet Age
8. Tim and the Tool Chest. Beim, Jerrold.
9. What is a Simple Machine. Darby, Gene.
10. Tools for Andy. Tippett, James.

LEVEL III (cont'd)

Teacher's References

1. Tools in Your Life. Alder, Ruth. John Day Co., New York, N.Y.
2. The Boys' Book of Tools. Yates, Raymond F. Harper & Brothers, New York, N.Y.
3. Our Working World: Cities. Senesh, S.R.A., Chicago.

LEVEL III

CONCEPT: Work has rewards.

1. Work is performed for:
    - a. economic rewards,
    - b. aesthetic rewards,
    - c. personal satisfaction and
    - d. emotional rewards.
2. Work is done to benefit the health and safety of people.

BEHAVIORAL OBJECTIVES:

1. Students will be able to distinguish the four (4) different types of rewards through role play.
2. Students will list benefits provided by certain workers in the community; e.g., policeman, teacher, parents, etc.

LANGUAGE ARTS

1. Name the kind of reward that you would get from doing the following things and put the reward on the line provided.

Types of Rewards

- a. Economic
- b. Aesthetic
- c. Personal Satisfaction
- d. Emotional

LEVEL III (cont'd)

Going to the store. ____________________

Watering the plants. ____________________

Answering the phone. ____________________

LEVEL III (cont'd)

Taking out the garbage. ______________________

Making the bed. ______________________

Cutting the lawn. ______________________

LEVEL III (cont'd)

2. There are many jobs that you can do for your house, city, neighborhood and school. Think of the jobs you would like to do and place them in the boxes beside the correct category.

JOBS I CAN DO			
In My House			
Around The City			
Around My Neighborhood			
In School			

LEVEL III (cont'd)

3. Children can write and then act out a play describing the different kinds of rewards.

MATHEMATICS

1. Make a chart using the classified ads, grouping each job ads. Then have the children count the number of jobs available in each category.

Example:

JOBS AVAILABLE	Sales Clerk	Clerk Typist	Cook	Waitress	Waiter	Medical Technician	RN	Nurses Aides	Teacher	Plummer	Bank Teller
ADS GO HERE											
NUMBER OF JOBS AVAILABLE	10										

LEVEL III (cont'd)

2. Code Math: Here are the letters and numbers that go together. See if you can figure out what the job is.

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21

W	X	Y	Z
22	23	24	25

a. 1 - 0 - 13 - 10   19 - 4 - 11 - 11 - 4 - 17

___ ___ ___ ___   ___ ___ ___ ___ ___ ___

b. 0 - 20 - 3 - 8 - 19 - 14 - 17

___ ___ ___ ___ ___ ___ ___

c. 1 - 14 - 14 - 10   10 - 4 - 4 - 15 - 4 - 17

___ ___ ___ ___   ___ ___ ___ ___ ___ ___

d. 2 - 14 - 14 - 10

___ ___ ___ ___

e. 1 - 0 - 10 - 4 - 17

___ ___ ___ ___ ___

3. Make a chart comparing the salaries of various workers in other cities.

Example:

WORKERS	D.C.	N.Y.	LOS ANGELES
Teachers			
Policemen			
Sanitation Engineer			
Congressmen			
Firemen			
Doctor			
Short Order Cooks			
Judges			

SCIENCE

1. Electrical Quiz Board can be constructed by the students with the assistance of the teacher or some other adult. The board will have a side for questions and a side for answers. If the answer is correct, the board will light up and buzz, if not, it will not.

Materials Needed Kind	Parts
plywood	panel
1½ volt buzzer	sounder
D - flashlight battery	energy source
alligator clips	probis (?)
L - hooks	question cardholders
insullated bell wire	circuit
cardboard	question & answer cards
battery holder	

2. Make a pictoral chart of various animals performing a task or trick. Draw and label the type of reward that each animal would receive for performing the task or trick.

Example:

	Reward
Monkey swinging from a tree.	a banana

3. Discuss with students the space flight of the Apollo and Soyuz link-up in space. As a follow-up, list on a chart some of the rewards gained by this particular event in history.

   Example:

   a. Better international relationships.

   b. Sharing of knowledge with two different countries.

   c. An outstanding personality in a world-wide event.

SOCIAL STUDIES

1. Students can make a list of jobs that are done by volunteers and what kind of rewards they get.

2. Students can make a chart listing five jobs done by community workers, such as the policeman, teacher, social worker, recreation worker, street cleaner, etc. After listing the jobs, he can write two (2) reasons why the job is rewarding to each worker, excluding monetary rewards.

   Example:

WORKER	REWARDS OF WORKER
Policeman	1. Personal satisfaction that everyone on his beat is safe. 2. Emotional satisfaction that he has helped a teenager stay out of trouble.

3. Make a class roster with the school months. Give different colored stars to students who have performed well in a subject, extra activity or some other tasks. Give a large treat to the student with the largest number of stars. The purpose of this activity might be to have students work toward some common goal.

4. Students can ask parents to list reasons why they work. Compile the class lists into one large chart entitled "Why My Parents Work". Put the reasons the parents gave by each student's name. Make a graph showing similar responses.

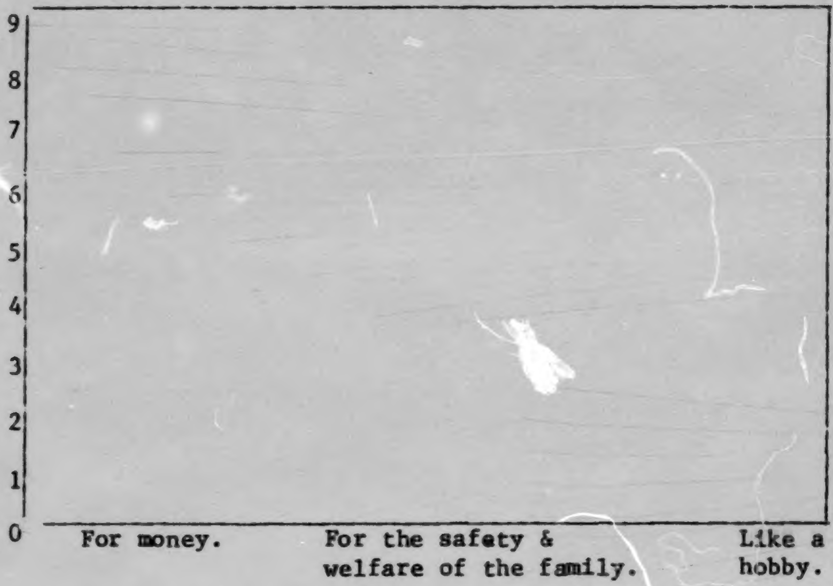
Example:

WHY MY PARENTS WORK

NAME	MOTHER	FATHER
Susan	To keep busy. I like it.	To provide for the family. To earn an income.
David	To help provide for the family.	To provide for the family. To earn an income. It's entertaining, like a hobby.
John		To provide for the family. A higher position. It's an obligation. To earn an income.

LEVEL III (cont'd)

GRAPH



ART

1. Children can make objects from clay that they would like to receive as rewards for any job well done.
2. Draw or sketch a model of a city with the different workers in action doing their job.
3. Children can make a MOBILE of the different services in the city.

MUSIC

1. Teach students the song, "I Had a Hammer". Students can make up their own words to the song.

   Example: If I had a hammer, I'd hammer in the morning,
   on my new house, etc.

LEVEL III (cont'd)

2. Students can learn other word-related songs such as, "Going Down to the Market".

3. Have a musical talent day in the classroom. Students will be able to display their musical talent.

PHYSICAL EDUCATION

1. Have students write five (5) or more rewards gained from winning a race.

   Example: relays

2. Students can make up interview questions and interview other students to find out five (5) reasons they would want to play professional sports.

   Example: I would like to play professional basketball because:

   a. I want a whole lot of money.

   b. I want a lot of clothes.

   c. I want everyone to know me or I want to become famous.

   d. I love to play basketball.

   e. I want to travel and visit a lot of places.

3. Plan a physical fitness activity. Students participating can follow-up with writing down all the parts of the body they used and the ways exercise helps us grow.

LEVEL III (cont'd)

TOOL TECHNOLOGY

1. Have students make a variety of items (candles, books, puzzles, model cars, etc.) and exchange them with each other in the class.

2. Construct a store giving each student a different responsibility in construction. After the store is complete, have the students write a short paragraph on the role he played in constructing the store and the value of his task to the completion of the store.

   Suggested Materials:

   - tri-wall
   - saw
   - paint
   - Elmer's Glue
   - construction paper
   - magic markers

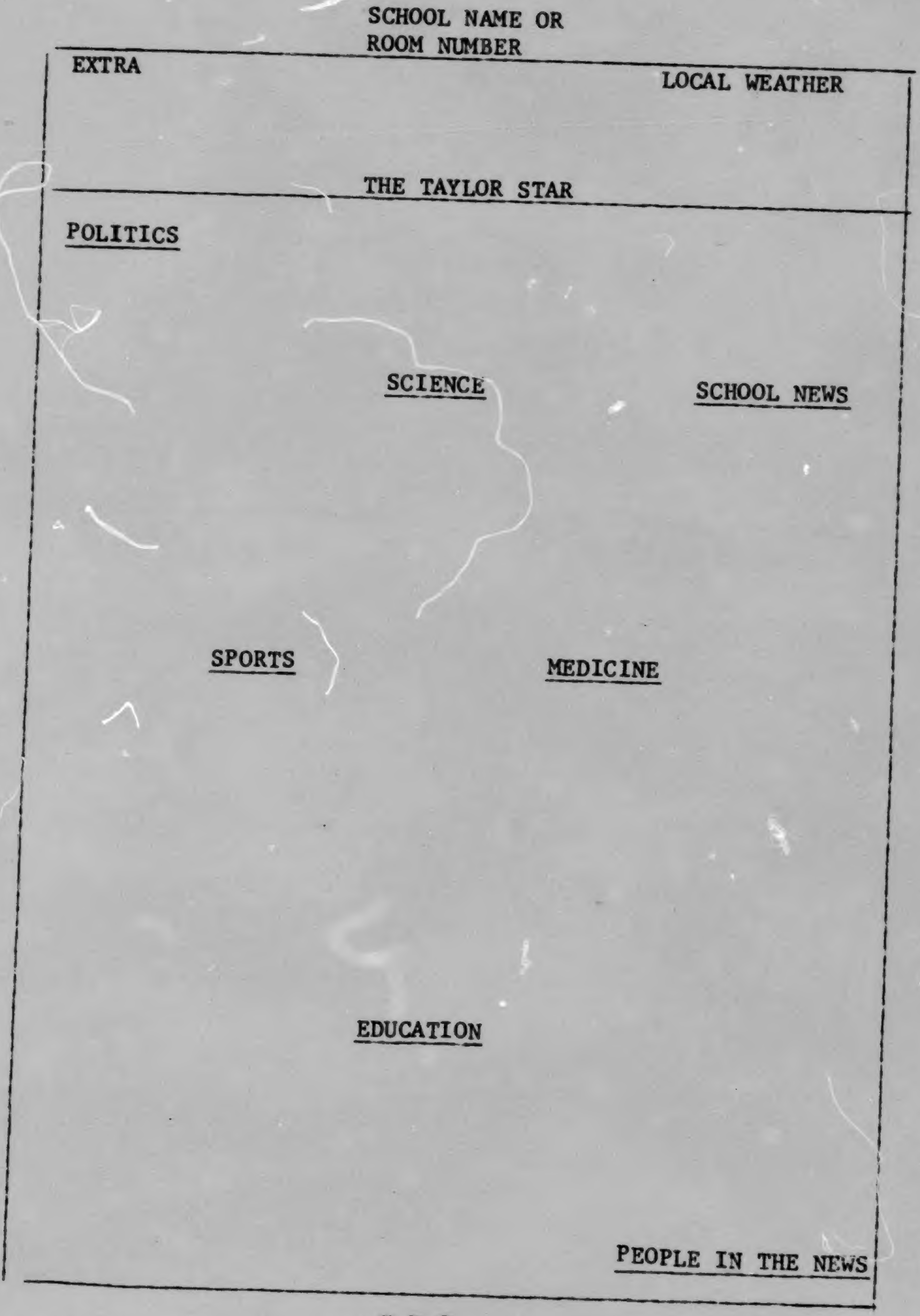
3. Game - "Tools": Construct a game where the students will be given words that are related to some type of tool. There will be two (2) teams made up of two students each. One student will give the clue words and the other student will guess the tool that is associated with that word. The correct answer will be worth a point. The team with the greatest number of points will receive a prize or some type of reward.

   Example:

   a. knock, bang, means (hammer)

LEVEL III (cont'd)

BULLETIN BOARDS


SCHOOL NAME OR
ROOM NUMBER
EXTRA
LOCAL WEATHER
THE TAYLOR STAR
POLITICS
SCIENCE
SCHOOL NEWS
SPORTS
MEDICINE
EDUCATION
PEOPLE IN THE NEWS

LEVEL III (cont'd)

IF I WERE . . .

If I were

If I were

If I were

If I were

If I were

If I were

If I were

How would I help the community?

229

RESOURCES

1. Social Worker
2. Red Cross Worker
3. Goodwill Industries Worker
4. Salvation Army Worker
5. Policeman
6. Teacher
7. Entertainer
8. Salesperson
9. Basketball Player
10. Astronaut
11. Congressman
12. Doctor

FIELD TRIPS

1. John F. Kennedy Center
2. Goodwill Industries
3. Goddard Space Flight Center
4. Corcoran Gallery of Art
5. Shabazz Bakery
6. National Symphony Orchestra
7. Farmer's Market
8. Bureau of Engraving

LEVEL III (cont'd)

9. Wharf

10. Capitol Building

FILMS

1. D.C. Public Library

   1121 Government Workers

   1193 Missile Workers

   1172 Public Employees

   2434 Communtiy Services

2. "About Money", 8 minutes, sound, color.

3. "Children's Production."

4. "Why Work at All", Guidance Associates of Pleasantville, N.J.

5. "Family Teamwork", 17 minutes, sound, color.

6. "Children at Work and Play", 20 minutes.

7. "You Always Do the Best Job".

8. "Rewards and Reinforcements", 2469B, 26 minutes. Prod. Iff. Dist. - P.B., 1971.

9. "Why People Have Special Jobs", 2451, C 70 minutes, P.I. Prod. Loc., 1970.

FILMSTRIPS

1. Money, Checks and Banks, Eye Gate, 1970

   6 color filmstrips, 3-12"

      The Checking Account

LEVEL III (cont'd)

The Federal Reserve System

The Nature of Money

Reconciling Your Bank Balance

Services of a Bank

Travels of a Check

2. Eye Gate Instructional Materials
   Jamaica, New York

H552	Services of the Community
H552A	Beautician
H552B	Laundry/Cleaner
H552C	Florist
H552D	Jeweler
H552E	Banker
H552F	Librarian

3. Where Does It Come From, Imperial Film Company, Inc.
   1970, 4 color filmstrips, 4 cassettes, Grade 1-6.
   Where Do We Get Our Bread, Lumber, Milk and Paper?

LITERATURE

Children's Literature:

1. The True Book of Money - Elkin, Benjamin.
   Chicago: Children's Press, 1960.

2. Children Study American Industry - Gilbert, Harold G.
   Iowa: W.C. Brown Company, 1966.

TEACHER'S REFERERENCES

1. Career Guidance Manual for Elementary Teachers, George E. Leonard, Project Director; Doris Jefferies, Boston University; Sally Spedding, Southfield Public Schools.

LEVEL IV

LEVEL IV

CONCEPT: There is dignity in all work.

SUB-CONCEPTS:

1. A positive self-concept enables an individual to enter and function in the working world.
2. An individual's interests and aspirations help to determine his attitude toward work.
3. All jobs make a contribution to the world of work and the functioning of the whole.
4. Man's work contributes to a nation's wealth and productivity.
5. All workers are interdependent and each is essential to sustaining man's culture.

BEHAVIORAL OBJECTIVES:

The student will be able to:

1. tell why work in a given region is dependent upon the natural resources and man-made development of the region.
2. write the kind of work and list the skill requirements for his job interest or aspiration.
3. tell how culture can influence work selection.
4. match two lists, one of jobs and the other of contributions to society.
5. assess his own strengths and weaknesses (academic, physical, etc.) as they relate to job interests and/or aspirations.
6. list a variety of jobs which are available in his region.

7. discuss, realistically, the contributions of each class of workers in his school, community and region.

8. discuss career ladders, e.g. Health Careers: candy striper, attendant, nurse's aide, technician, therapist, R.N., doctor, specialist, etc.

SELF CONCEPT:

Have students:

1. Draw a self-portrait (including your job interest if possible).

2. Plan class trips to factories, freight yards, docks and neighboring states to observe categories of work, origin of raw materials and how topography and natural resources affect work and interdependence.

MATERIALS:

TRIPS: check list; Tour evaluation sheets

Camera and film

Take pictures of

a. tools used

b. work being done

c. machines

d. environs of sites

e. raw materials

f. finished product

g. workers

h. uniforms

LANGUAGE ARTS

Have students:

1. Write poems "I want to be . . . ."
2. Write stories - their aspirations; careers of others etc.
3. Role-play using workers hats, uniforms, etc.
4. Prepare exhibits for oral and written reports.
5. Make bulletin-boards.
6. Give oral and written reports.
7. Learn to give constructive criticism.
8. Research job opportunities in students' areas of interest.
9. Choral reading of selected related poems.
10. Read selections from varied sources that deal with the workers and their work.

MATHEMATICS

Have students:

1. Compute distances traveled to work in various regions and/or cities.
2. Use above information collected to make graphs, word problems, etc.
3. Compute areas of various regions.
4. Relate regions to geometric shapes.
5. Compare living costs and standards of living,

in the urban and rural areas and graph results for the high school and college graduate.

6. Learn and use measurement and geometric shapes to construct miniature work areas.

7. Use measurement and geometric shapes to construct workers' apparel for role-playing.

8. Compute the pays for the different jobs on the job ladder for various fields.

9. Compare and contrast the earnings for the high school graduate over a lifetime. (Find an average year's salary by dividing by 45; then divide by 12 to get the monthly salary each can expect.)

10. Learn to use the cash register.

11. Strengthen addition and subtraction skills through role-playing the job of cashier.

SCIENCE

Have students:

A. Identify the types of trash found in different locales: school, home, manufacturing area, dock, etc.

    1. Identify jobs which the production of trash creates.

        a. Collection

        b. Disposition

        c. Recycling

    2. Collect and sort trash in classroom, cafeteria, school yard.

   - a. Weigh to determine differing weights & volumes from different areas.
   - b. Determine trash distribution from above areas.
   - c. Infer the source of trash, volume and kinds.

B. Learn about the archaeology of their region. (National Geographic; Story of a dig)

1. Read, discuss and identify the role of the archaeologist.
2. Play the role of an archaeologist along the creek in Rock Creek Park.
3. Discuss the relationship of culture and natural region.
4. Discuss the changes man has made in the natural region to accomodate his present culture.
   - a. Technological change
   - b. Cultural factors
   - c. Land usage
   - d. Population factors

SOCIAL STUDIES

A. Map Skills

Have students:

1. Locate natural regions of the United States.
2. Locate industrial (man-made) regions of the United States.

3. Locate natural resources of regions of the United States.
4. Construct miniature work areas.

B. Panel Discussions and Debates

Have students:

1. Discuss importance and contributions of the regions.
2. Discuss kinds of workers found in each region.
3. Debate salary vs. necessity.
4. Debate salary vs. social acceptance.
5. Debate salary vs. educational requirements.
6. Discuss how work is affected by a natural region.

ART

Have students:

A. Make murals of:

1. River systems
2. Refining; mining of natural resources in various regions
3. Manufacturing regions and/or activities
4. Job ladders in various fields
5. The local community
6. A city and rural community

LEVEL IV (cont'd)

B. Make Collages of:

1. City activities
2. Rural activities
3. Workers in factories, docks, health suites, etc.
4. Themselves as worker in a chosen field (show many activities)

C. Make costumes for:

1. Role-playing
2. Dramas
3. Dioramas

D. Make stage sets for dramatic presentations.

E. Make bulletin boards related to cirriculum.

MUSIC

A. Let the students make up music

1. for the poem "Men's Work Makes Regions" (p. 31) of Teacher's Resource Guide for Regions of the United States
2. for their own poems

B. Learn songs about Rivers & River Systems

1. "Old Man River"
2. "Bound for the Rio Grande"
3. "Beautiful Ohio"
4. ("Old English Song", "Farmers & Fishermen")

LEVEL IV (cont'd)

- C. Learn songs about roads, railroads and airplanes
- D. Learn songs about:
  - 1. Farming and ranching
    - a. "Old McDonald"
    - b. "I'm Going to Leave Old Texas"
    - c. "Jump Down, Turn Around, Pick a Bale of Cotton"
  - 2. Fishing
    - a. "Old English Song" (p.77)
- E. Listen to records
  - 1. which depict typical regional occupations and music (p. 132)
- F. Listen to and learn popular songs which name regions or occupations.
  - 1. "Doctor, Doctor"
  - 2. "Please Mr. Postman"
  - 3. "This Land is Your Land"
- G. Learn trades and occupations songs from Songs of the Child's World by Riley and Gaynor.

  The John Church Co. 1907. (pgs. 73-88)

PHYSICAL EDUCATION

Have students:

- 1. Learn basic skills required for various sports.
  - a. running for track, football, baseball, basketball, etc.

- b. throwing accurately for baseball, football and basketball, etc.
- c. kicking accurately for soccer and football
- d. hitting accurately for baseball, tennis, rugby, etc.
- e. muscular leverage for all sports
- f. eye-hand-foot co-ordination for all sports
- g. running, passing and other relay and tag game skills

2. Learn basic skills required for various acrobatic and dance careers.
   - a. tumbling
   - b. skipping
   - c. hopping
   - d. exercising on the parallel bars
   - e. exercising on the balance beam
   - f. exercising on the horse
   - g. falling, jumping and other parachute skills
   - h. steps for various kinds of dances

TOOL TECHNOLOGY

Have students:

1. Identify tools appropriate to various types of works (scientific, etc.)

2. Identify the work each leverage tool does.
3. Make a display illustrating how each tool works.
4. Make a compact storage board for the tools from Tri-Wall.
5. Use the tools to make:
    a. one tool related to the student's field of interest or aspiration
    b. stage sets for dramatic presentations
    c. display stands, display for various content areas
6. Make a tool chest for storing the tools from tri-wall.

BULLETIN BOARDS, DISPLAYS AND POSTERS

A. Make a bulletin board of natural regions.

1. pictures of the regions and names
2. names of states and cities

(See Figure 1 next page)

LEVEL IV (cont'd)

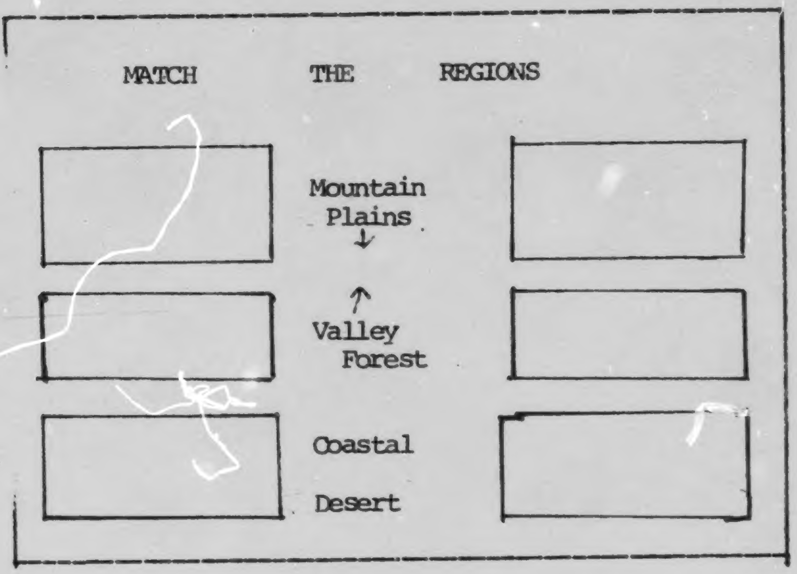

MATCH THE REGIONS
Mountain
Plains
Valley
Forest
Coastal
Desert

Figure 1.

B. Display of River Systems

1. 3-D of mountains, valleys and rivers with their tributaries

2. maps of rivers in this region

C. Display of things child found near Rock Creek.

1. Use peg board or tri-wall and staples or partially opened paper clips.

2. Label items and tell what they reveal about the region.

D. Make a bulletin board of workers

1. Uniforms

2. Hats

3. Tools

(See Figure 2 next page)

LEVEL IV (cont'd)

Who Uses It?

Task 1	Task 2	Task 3
Match the pictures and the workers.	Tell how or why the item is used.	Write a poem or song about each worker.

Figure 2.

SUGGESTED RESOURCES

Books

A. Textbooks

1. SRA, Our Working World Regions of the United States, Teacher's Resource Guide
    - a. Balance of Nature; Chapter 1
    - b. Coastal and Sea Regions; Chapter 3
    - c. Culture; Change; Chapters 5-10 & 12
    - d. Farms; Chapters 1,3,5, & 11
    - e. Fishing; Chapters 3 & 12
    - f. Forests; Chapters 1,5, & 9
    - g. Great Plains; Chapters 1 & 8
    - h. Industry and Manufacture; Chapters 2, 4,5,6,10,11 & 12
    - i. Minerals and Metals; Chapters 1,2,4, 5,7 & 11
    - j. River Systems; Chapters 3 & 7
    - k. Transportation; Chapters 1,2,3,4,5, 7,9,10 & 11
    - l. Conservation; Chapters 1,2,3,4,5, 8 & 11
    - m. Racial Contributors and Contributions; Chapters 1,2,3,4,5,6,8,10, 11 & 12
2. The United States and Canada
3. People Use the Earth, Teacher's Edition, Silver Burdett Social Studies Series, 1967.

LEVEL IV (cont'd)

B. Children's Books

1. *Oil, Today's Black Magic*, Walter Buehr, William Morrow and Company, 1956.
2. *From Ranch Meat to Table*, Walter Buehr, William Morrow and Company, 1956.
3. *The Apache Indians*, Sonia Bleeker, William Morrow and Company, 1951.
4. *The First Book of Mining*, Patricia Maloney Maskun, Franklin Watts, Inc., 1959.
5. *Machines*, Jerome S. Meyer, The World Publishing Company, 1958.
6. *What Does A Veterinarian Do?* Grant, Compton, Dodd, Mead and Company, 1964.
7. *The Story of Washington, D.C., They Built A City*, Janice Holland, Charles Scribner's Sons, 1953.

FILMSTRIPS

A. The Community Series: Agriculture and Industry

1. Building Houses, 641297
2. Cotton and Wool, 641294
3. Modern Agriculture, 641291
4. Manufacturing Trucks, 641298
5. Modern Industry, 641295
6. Vegetables and Fruits, 641296

7. Manufacturing Clothing, 641296
8. Dairy and Beef Cattle, 641293

B. S.V.E. Educational Filmstrips with Cassettes

1. Old Sturbridge Village and Mystic Seaport, A201-1
2. Ranch Community, A201-2
3. Coastal Community, A201-3
4. Service Community, A201-4

C. Guidance Associates Filmstrips and Cassettes: People Who Work in Science

1. People Who Work in Science
2. Recording Engineer
3. Laboratory Technician
4. Ocean Life Scientists

D. Educational Achievement Corporation: The Values Approach to Career Education 3-5 Series (You Are There)

1. The Lever, EAC 90106
2. The Wheel, EAC 90101
3. The Screw, EAC 90105
4. The Wedge, EAC 90104
5. The Pulley, EAC 90102
6. The Inclined Plane, EAC 90103

LEVEL IV (cont'd)

E. BFA Educational Media: Man and the Cities Series

1. Transportation in the City, 1
2. The Inner City: Isolation and Unemployment,2
3. Pollution, Part I: The City's Air, 3
4. Pollution, Part II: Water and Garbage, 4
5. Planning Our Cities, 5
6. A New Town, 6

FILMS

1. D.C. Visual Aids Catalogue (Educational Media Center)
    a. Lands and Waters of Our Earth #858
    b. Rivers #1055
    c. Everyone Helps #1311
    d. Visit to Water Works #880
2. D.C. Public Library Catalogue of Visual Aids
    a. American Spectacle, McGraw Hill, 1967
    b. Boomsville LCA n.d. Color i.a.
    c. Trends LCA, 1971

TRIPS

1. Smithsonian Institute to view culture and minerals
2. Rock Creek Park to note animal habitat and creek life

LEVEL IV (cont'd)

3. Columbia, Md. to contrast and compare with Washington, D.C.
4. Neighborhood walking tour to note components, resources (people and things).
5. City Planning Commission to see how those planners work and make maps.
6. Metro to get overview of transportation for a city.

RESOURCE PEOPLE

1. Cartographer from Geological Survey to discuss surveying and map relationship
2. Parents in various types of jobs to discuss interdependence
3. School Staff: Principal, custodians, teachers, cafeteria workers, nurse, psychologist, and social worker - to discuss their contributions to the school
4. Curator from the National Zoological Park to discuss types of workers and their interdependence
5. Park Ranger to discuss the types of work he does: how rangers provide people with various activity areas, protect the woods and people
6. Director from Department of Human Resources to discuss people who serve the city (interdependence, types of work, work hierarchy)
7. People from Health Services (social worker, psychologist, nurse, doctor, etc.)
8. People from Smithsonian Institute for archaeological information about this region

LEVEL IV (cont'd)

LITERATURE, STUDENTS' RESOURCES

a. I Know a Lot of Things, Ann & Paul Rand, Hartcourt, Brace & World Inc., 1956.

b. The Little Auto, Lois Lenski, Henry Z. Walck Inc., 1934.

c. Six Foolish Fishermen, Benjamin Elkin, Childrens Press, 1964.

d. The Story of the Little Red Engine, Diana Ross Faber and Faber Ltd.

e. The Camel Who Took A Walk, Jack Tworkov, E.P. Dutton and Company Inc., 1951.

f. Johnny The Clockmaker, Edward Ardizzone & Henry Z. Walck, Inc., 1960.

g. One Morning in Maine, Robert McCloskey, The Viking Press, 1952.

LEVEL IV

CONCEPT: The life style of a culture depends on its workers who produce goods and services.

SUB-CONCEPT:

1. Workers who produce goods and workers who provide services are interdependent.
2. Goods are produced and services are rendered by different groups of people.
3. People in the city need the goods produced and services rendered.
4. The life style is sustained by the workers.
5. Service occupations are based on the type of services required by the life style of the community.
6. Life style varies with the cultural regions in a city and in the country.
7. People within a community are responsible for each other.
8. The resources of a region influence the life style of the region.
9. The resources limit the goods produced and the services rendered.
10. Additional materials and supplies are furnished to communities by various modes of transportation.
11. Transportation influences the life style of the workers in a community.
12. Communities are dependent on the available modes of transportation for the life style of their culture.

BEHAVIORAL OBJECTIVES:

The child will be able to:

1. Identify the goods and services of a give life style when give a list of workers.
2. Identify the workers necessary to produce a given product.
3. Select, from four choices, the type of life style when given the worker.
4. Match the resources used with the region from which they come.
5. Identify jobs that are a direct result of a particular life style of a culture.
6. Discuss how the individual uses the goods produced and services of other workers.
7. Debate the pros and cons of various services provided by government (city and state) workers.

LANGUAGE ARTS:

Students will:

1. Role-play and/or pantomime various life styles.
2. Write poems which show various aspects of the life styles in a given culture.
3. Make two outlines which contrast two life styles.
4. Research and report on the life style of various workers (show which services and products are used by the group).
5. Do choral reading of selected poems.

6. Give oral and written reports on job hierarchy within various fields and the life style of most workers at one level.
7. Read selections from varied sources that deal with goods, services and life style.
8. Prepare exhibits of various life styles.

MATHEMATICS

Students will:

1. Compute the incomes necessary to various life styles of a culture.
2. Make graphs and word problems for self and other students related to life styles.
3. Contrast cash flow in various communities (rural-urban, ethnic, cultural, etc.)
    a. rural-urban
    b. ethnic-cultural
4. Learn the recommended percentages for expenditures in a standard budget.
5. Graph the amounts that would be spent in a given life style using the standard budget.

SCIENCE

Have students:

1. Identify the differences in foods eaten by people of various life styles.
    a. curried
    b. fried

- c. boiled
- d. marinated
- e. broiled
- f. uncooked
- g. baked

3. Taste foods prepared according to various life and cultural styles.

4. Discuss and/or debate merits of various preparation methods and relate them to health and longevity.

SOCIAL STUDIES

Students will:

1. Locate various life styles and/or cultural regions within the city.

2. Visit the mall or shopping area of a cultural region to note clothing, furniture and food differences.

3. Make clothespin dolls which show how people in various life styles dress.

4. Prepare and taste foods which are distinctive to a particular life style.

5. Discuss and/or debate the differences in products and services available and used (include city services) in various areas of the city. (Relate to life style.)

LEVEL IV (cont'd)

ART

Students will:

1. Make and dress clothespin dolls to show various life styles.
2. Make collages which incorporate the distinctive features of various life styles.
3. Make a collage of items distinctive of the life style to which the child aspires.
4. Make maps of:
    a. cultural regions
    b. transportation routes
    c. different life styles (cultures) in our own city
5. Make costumes for role-playing.
6. Make stage sets for dramatic presentations.
7. Make bulletin boards related to the unit.
8. Make illustrations for oral and written reports.
9. Make film strip of the life style to which the student aspires.

MUSIC

Students will:

1. Make up music for the poem "I Hear America Singing", (p. 46) The Arbuthnot Anthology of Children's Literature.
2. Make up music for one of their own poems.
3. Learn songs from various life styles and cultures from The New American, Song Book.

    a. "Prayer to the Great Spirit", p.21
    b. "Wearing of the Green", p.49
    c. "Come Good Wind", p.53
    d. "Song of Lihue", p.165
    e. "The Loreley", p.137

4. Listen to records from various life styles and cultures.

5. Learn songs for the singing dances from various cultures.

PHYSICAL EDUCATION

Students will:

1. Learn dances indigenous to the various cultures in the city.

    a. Black and African
    b. Spanish
    c. Chinese and Japanese
    d. German
    e. Irish
    f. East Indian
    g. Caucasian

2. Learn games indigenous to various life styles, ethnic, culture and region.

TOOL TECHNOLOGY

(Check activities suggested in Unit I)

Students will:

1. Let the students play Invention to discover how new tools and/or machines are developed.
2. Let students brain-storm and experiment to improve the machine or tool of their choice.
3. Use tools to create bulletin board and 3-D representations of cultural regions (communities).
4. Use tools to make dioramas, stage sets and/or items related to life styles.

BULLETIN BOARDS

Displays and Posters - Products and Services

1. Classify the services and products.

Services and Products

Put the label
under the pictures.

2. Display of life styles using the clothespin dolls.
    a. or use drawings, newspaper or magazine pictures.
3. Display or bulletin board of the homes used by members of the different life styles.

SUGGESTED RESOURCES

A. Textbooks

1. SRA, Our Working World
   Regions of the United States,
   Teachers Resource Guide Index
    a. Culture - p.221
    b. Culture: Change - p.221
    c. Culture: Characteristics - p.222
    d. Culture: Effect on a region - p.222
    e. Appalachia: Life style - p.220
    f. Cattlemen - p.220
    g. Coastal Regions: Culture - p.221
    h. Goods - p.223
    i. Government Aid - p. 223
    j. Hawaii: Culture - p.224
    k. Indian: Culture - p.224
    l. Manufacturing - p. 224
    m. Migrant Workers - p.225

LEVEL IV (cont'd)

        - n. Multiplier Effect - p.225
        - o. Poverty - p.227
        - p. Segregation - p.229
        - q. Spanish-American: Culture - p.229
        - r. Unemployment - p.230
    - 2. Silver Burdett, Social Studies
      People Use the Earth, 1967, Teachers' Edition
- B. Children's Literature
    - 1. Harper Series
        - a. Great American Land Bubble, Aaron Sakolski
    - 2. Holt, Rinehart and Winston, Inc., Series
        - a. Long Ago In the Colonial Days
        - b. Living In the Pioneer Days
        - c. Our New House In the City
        - d. Our Kinds of Neighbors
        - e. Children of the World Say "Good Morning"
    - 3. Putnam Series
        - a. Men at Work In the South, Henry Lent
    - 4. Cultural characteristics of the rural South
        - a. Sweet Pea: A Black Girl Growing Up In the Rural South, Jill Krements
        - b. We Live in the South, Lois Lenshi

LEVEL IV (cont'd)

- c. Storm on the Land, E.F. Lattimore
- d. Jeremy's Isle, E.F. Lattimore
- e. Black Bondage: The Life of Slaves in the South, Walter Goodman
- f. A Week in Robert's World, Nancy Roberts

C. Films

- 1. D.C. Public Library Film Catalogue
  - a. Assembly Line, CCM 1961, L-A
  - b. Hard Times In the Country, NET 1970
  - c. Immigrant from America, NUT 1970
  - d. Making It In the World of Work
  - e. Same But Different
- 2. Public Schools of the D.C. Education Media Center
  - a. 34 The Mexican-American Heritage
  - b. 2490 People are Different and Alike
  - c. 2449 Why We Have Taxes
  - d. 4 Who Needs You
  - e. 2451 Why People Have Special Jobs
  - f. 2434 Community Services
  - g. 2472 Money: How It Functions
  - h. 2469 Rewards and Reinforcements
  - i. 1202 Air Line Workers

- j. 1112 Auto Workers
- k. 1117 Building Trades
- l. 1204 Furniture Workers
- m. 1127 Press Workers (Newspaper)
- n. 1198 State Workers
- o. 2432 Transportation by Freight Trains
- p. 2446 Transportation by Truck
- q. 2437 Transportation by Inaland Waterways

D. Filmstrips

1. McGraw-Hill Community Series: Systems In Our City
   - a. Getting Goods and Services
   - b. Services Workers
   - c. Manufacturing
2. SVE Educational: Working in U.S. Communities (Group I)
   - a. Ranch Community
   - b. Seaport-Historic Communities
   - c. Service Community
   - d. Coastal Community

E. People

1. Director of Human Resources to relate living conditions and life styles.

2. School Counselor for inspiration of aspiration.
3. Social worker to relate problems of various life styles.
4. Owner or manager of a small business in community to discuss benefits and/or problems.
5. Executive of a factory in the area to discuss life styles.
6. Parents in various life styles and/or ladders.

F. Trips

1. Smithsonian Institute
2. Corcoran Art Gallery
3. National Geographic
4. African Art Museum
5. Anacostia Neighborhood Museum
6. National Archives
7. College of Fine Arts, Howard University
8. John F. Kennedy Center for the Performing Arts
9. Library of Congress
10. National Gallery of Art
11. National Trust for Historical Preservation
12. Neighborhood Walking Trip or Bus Trip to areas of the city
13. Manufacturing District of Baltimore

LEVEL IV

CONCEPT: There are many different kinds of work.

SUB-CONCEPTS:

1. Workers are needed to perform various kinds of work.
2. There are many fields of work.
3. Geological regions tend to have different types of work.
4. Technology is increasing the kinds of work.
5. Technology is decreasing the amount of time required for many jobs.
6. Technology is increasing the amount of training and/or education needed by many workers.
7. Technology is increasing the number of workers who must be re-trained and/or shift jobs.
8. Advances in technology decrease the number of people needed by employers to get the job done. Result - unemployment problems.

BEHAVIORAL OBJECTIVES:

The student will be able to:

1. List ten (10) fields of work.
2. Match workers with different kinds of fields of work.
3. Locate geological regions.
4. Pair regions and the main kind of work available in the region.
5. List at least 26 kinds of work alphabetically.

6. List 10 technological advances that have influenced the time required to complete jobs.
7. List 5 technological advances that have required workers to be re-trained.
8. List 5 technological advances that have developed new occupations.

LANGUAGE ARTS

Have students:

1. write a paragraph about their parent(s) job(s).
2. write a poem about the job to which they aspire.
3. research, in groups, their selected field of work.
4. prepare exhibits for oral and written reports about their selected field of work.
5. give oral and written reports about their selected field of work.
6. list the job hierarchy in their chosen field of work.
7. read the newspaper ads and identify fields of work.
8. role-play their job.
9. read selections from various selections about different kinds of work.

LEVEL IV (cont'd)

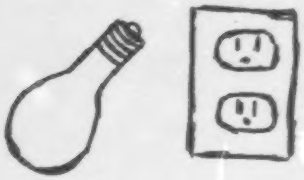
UNIT: There are different kinds of work.

From Curriculum Careering, A Career Education Gamebook, by Ira M. Bank, Ph.D. (p.16)

The Secret Number Technician Game

Directions: Read the words and look at the pictures on the left side of each line. Unscramble the letters on the right side to discover the name of a worker who is a technician. Write the name of a worker on the spaces provided.

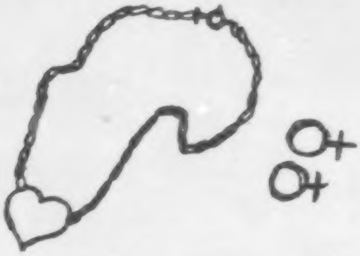
I work on and fix these things.



I am an

____
1
ELCETIRCINA

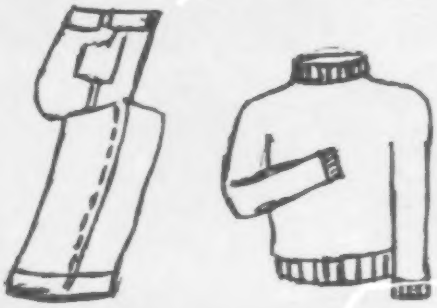
I make and sell these things.



I am a

____
2
ELJEWRE

I clean and press these things.

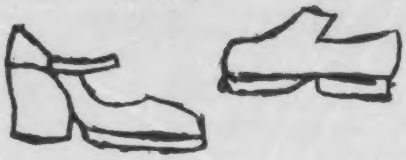


I am a

____
3
RDY CLREANE

LEVEL IV (cont'd)

I make and repair these things.

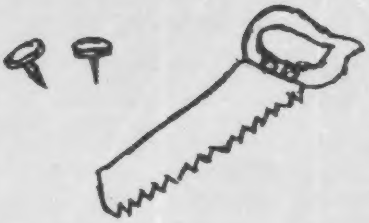


I am a

____
4

HMOESKERA

I work with these things.



I am a

____
5

PNERETRAC

LANGUAGE ARTS

From Curriculum Careering, A Career Education Gamebook by
Ira M. Bank, Ph.D.

The Title and Jobs Game (p.47)

Directions: There are certain books, songs, T.V. programs, and movies that tell about workers and their jobs. See how many titles about workers you can name in each area. If you can't think of any, make up some program or literature titles of your own. Then name the kind of job the title is about.

AREA	NAME OF TITLE	NAME OF JOB
Books, Magazines, Newspapers		
Songs - Popular, Classic		
T.V., Radio Programs		
Movies, Plays		

MATHEMATICS

Have students:

1. use the newspaper ads to compute the number of jobs available in various fields of work.
2. use the newspaper to compare and contrast salaries.
3. compare the salaries for people in the same job in various fields.
4. make graphs showing the relationship, between various fields, in salaries.
5. chart (graph) numbers of workers employed in a given job for a five-year period. Draw conclusions.

SCIENCE

Have students:

1. Identify technological advances that have contributed to the world of work.
2. Discuss how technology affects or has affected the world of work.
3. Discuss the merits (and demerits) of each technological advance:
    a. on the product
    b. on the worker
    c. on the consumer
4. Identify the kinds of work which require scientific education.
    a. classify them into work hierarchies.

  - b. classify them by the kind of scientific training necessary: biological, chemical, etc.

SOCIAL STUDIES

Have the students explore careers in two or three fields of work.

1. Auto Industries
    - a. design
    - b. manufacture
    - c. distribution
    - d. sales and services
2. Apparel Industries
    - a. design
    - b. manufacture
    - c. distribution
    - d. sales
3. Banking, Brokerage and Investments
4. Chemical and Drug Industries
5. Office Workers
6. Federal, State and City Careers (Grades 1-10)
7. Federal, State and City Careers (Grades 11-18)
8. Federal, State and City Careers (Super Grades)
9. Elected Public Servants

LEVEL IV (cont'd)

10. Hired Public Servants
11. Biological Science
12. Medical and Health
13. Publishing Industries
14. Psychological and Psychiatric Careers
15. Food Service Industries
16. Forest Service Industries
17. Hospital Technician
18. Mining Industries
19. Law Careers
20. Forging and Foundry Industries
21. Library Careers
22. Management Careers
23. Natural Gas Industries
24. Metallurgy Careers
25. Construction Industries
26. Aerospace Careers
27. Performing Arts Careers
28. Education Careers

A. Locate geographical regions where each of the careers above predominate.

B. Discuss and/or debate the pros and cons of career interests from the points of view of training requirements, number of hours work (day, week, or month), aesthetic and monetary rewards.

LEVEL IV (cont'd)

C. Compare and contrast advantages and disadvantages of several career choices.

ART

Have students:

1. Make a mural, collage or diorama to illustrate the many different kinds of work.
2. Create dress of various workers.
3. Make puppets of different workers for stage shows.
4. Build stage props.
5. Build a city showing different workers in various kinds of work.
6. Draw a self-portrait of a worker.
7. Make costumes for role-playing, dramas and dioramas.
8. Make stage sets for dramatic presentations.

MUSIC

Have students:

1. Make a list of songs that are associated with kinds of work.
2. Write a work song and use rhythm instruments to perform for the class.
3. List popular songs and lines from songs that depict work.
4. List the jobs available to musicians and makers of musical instruments.
5. Learn songs - *Music For Young Americans* - 4
    a. "Come Along to the Cornfield" p.191

    b. "Cotton Needs a Picking" p.180
    c. "Football" p.19
    d. "Heave That Cotton" p.190
    e. "Jet Planes" p.94
    f. "The Shepherds' Song"

6. Listen to records which depict different kinds of work.
7. Learn trade and occupation songs from Songs of the Childworld, by Riley and Gaynor, The John Church Company, 1907.

PHYSICAL EDUCATION

Have students:

1. Play game, "Who Am I", by acting out role of workers.
2. Make up dances for songs.
3. List careers and write reports related to physical education and recreation.
4. Learn exercises helpful and related to particular jobs.
5. Learn basic skills required for work.
    - a. running
    - b. throwing
    - c. kicking
    - d. hitting
    - e. eye-hand-foot co-ordination
    - f. tumbling

LEVEL IV (cont'd)

TOOL TECHNOLOGY

Have students:

1. Identify the tools in the many different kinds of work.
2. Learn the function and use of the tools related to different kinds of work.
3. Use tools to make Tri-wall furniture.
4. Classify tools according to those used at home, school, office, outdoors, etc.
5. Choose a tool and trace its history up to the present day. (How many different workers use the same tool?)
6. Use tools to build a city or factory showing the many different kinds of work.

TEXTBOOKS AND LITERATURE

A. Suggested Resources

1. SRA, Our Working World, Regions of the United States, Teachers' Resource Guide.
    a. Employment
    Chap. 4: pp.89-90/B-2, p.90/B-6, p.93/C-1, pp.93-94/C-4, p.94/C-5, pp.94-95/C-6, p.95/C-7.

    Chap.10: p.188/C-3

    Chap.11: p.204/C-5

    b. Machine tool industry
    Chap.12: p.216/B-4, p.216/B-5

2. People Use the Earth, Teachers' Edition Silver Burdett, Social Studies, 1967.

- a. Workers, 23, 30, 193
- b. and Can Do, 65
- c. coal, 55
- d. county, 38, 49
- e. in factories, 93
- f. on Feather River Project, 29
- g. in Hazelton, 55
- h. in Netherlands, 225
- i. in Washington, D.C , 107

3. T.S. Denison and Company, Inc., Vera Russell
    - a. "Friendly Workers Visiti Larry"
    - b. "Chad Learns About Naval Aviation"
    - c. "Jeff Learns About the F.B.I."
    - d. "Danny Graham, Banker"
    - e. "Tim Learns About Mutual Funds"
    - f. "Shelby Goes to Wall Street"
    - g. "Ray Visits the Air Force Academy"
    - h. "Ronald Learns About College Teaching"
    - i. "Peter Enters the Jet Age"
    - j. "Larry Learns About Computers"
    - k. "Bruce Learns About Life Insurance"
    - l. "Richard Learns About Railroading"

B. Films

1.	1201	Air Line Workers
2.	1161	Air Conditioning Workers
3.	1162	Aluminum Workers
4.	1112	Auto Workers
5.	1113	Bakers
6.	1114	Barbers and Beauticians
7.	1115	Bookbinders
8.	1164	Cement Workers
9.	1165	Cereal Workers
10.	1120	Fire Fighters
11.	1204	Furniture Workers
12.	1121	Government Workers
13.	1177	Gas Workers
14.	1205	Laundry Workers
15.	1195	Operating Engineers
16.	1180	Pattern Makers
17.	1197	Poultry Workers
18.	1129	Railroad Maintenance Workers
19.	1208	Rifle Makers
20.	1133	Shoe Workers
21.	1139	Wood Workers

C. Filmstrips

1. Eye Gate "Listen to Learn" Cassette Program
2. H357 Hospital Job Opportunities
3. 8-2 The World of Work: Vocational Opportunities
4. 8-3 Careers in Aerospace
5. 830 Careers in Aerospace
6. 252 Focus on the Creative Arts
7. 254 Focus on the Small Business Owners
8. 253 Focus on the Performing Arts
9. 255 Focus on the Professions
10. H550 Workers of the Community
11. 837 Woodturning Lathe
12. 844 Mechanical Drawing
13. 843 Engine Lathe
14. 828 Woodworking

D. Resource People

1. Bus driver, milkman, storekeeper, butcher, mail carrier, teacher, television announcer, barber, photographer, clergyman, conductor, waitress, dentist, doctor, librarian, etc. to discuss their role in education requirements and training.
2. Parent volunteers from various fields of work.
3. Guidance counselor.

4. Personnel worker from large firm to discuss means of selecting workers.

5. Students (junior high, senior high, college) who work to discuss their jobs and the pay scales.

6. Other young people who work to discuss their jobs, educational requirements and/or training.

E. Trips

1. Aerospace Education Foundation, Inc. to give background information on the field.

2. Aetna Life and Casualty Company to give the investment procedures used by the insurance companies.

3. American National Red Cross Headquarters

4. Andrews Air Force Base

5. Briggs Meat Packing Company

6. Chesapeake and Potomac Telephone Company

7. D.C. Fire Department

8. District of Columbia Jail

9. Ewing Lumber and Millwork Corporation

10. General Baking Company

11. Goddard Space Flight Center

12. Howard University Collection of Fine Arts

13. International Business Machines

14. Lewis Hotel and Motel Training School

LEVEL IV (cont'd)

15. Metropolitan Police
16. Maryland and Virginia Milk Producers
17. National Institute of Dry Cleaning
18. Naval Dental School
19. Potomac Electric Power Company
20. Safeway Dairy

LEVEL IV

CONCEPT: Mankind uses tools for work.

SUB-CONCEPTS:

1. Man has used tools since the beginning of time.
2. Tools have advanced with mankind's progress.
3. Tools are time saving devices created to make work easier as they multiply force and/or make measurement more precise.
4. Tools may be classified as simple (hammer, pliers) or complex (machines).
5. Workers produce goods and services with the use of tools.
6. Many workers specialize in the use of tools.
7. Tools help to develop science and science helps develop new tools.
8. Work systems or divisions of labor and the tools the workers use have developed together.
9. Work systems create new tools.
10. The principles of simple tools are incorporated in complex tools.
11. The recent rapid increase in the invention and use of tools has created the Technological Age.
12. The introduction of complex tools and machines gives man more leisure time.
13. The use of machines gives man many rewards.
    a. Leisure

b. Speed

c. New materials

d. Shorter working hours and a shorter working week.

BEHAVIORAL OBJECTIVES:

The student will be able to:

1. identify simple tools and explain their development.
2. demonstrate how tools multiply force and use the formula for work.
3. classify tools as simple or complex and show the incorporation of simple tools and complex machines.
4. match tool sets with specialized jobs.
5. give examples which prove that man is still creating new tools.
6. explain why the Twentieth Century is called the Technological Age.

SUGGESTED ACTIVITIES:

Language Arts

Have students:

1. Make a report of different tools and how they have changed over the years to suit the worker's needs.

2. Role-play different kinds of workers using the special tools.

3. Play game "Who Am I?" I use a hammer, pliers, screw driver, ladder, lever, etc. Who am I?

4. Interview a worker and report to the class on the different tools he uses.

5. Write make-believe stories about the discovery of various tools.

6. Make two (2) line rhymes about tools.

Mathematics

Have students:

1. Use catalogues to make a list of tools and their costs.
    a. Write word problems for the cost of certain tools needed to complete one task such as building a table and progress to more complex jobs.
    b. Compare the cost of a specific tool from one catalogue to another and compute the difference.
    c. Make a chart showing the most expensive

tools and the least expensive tools.

2. Make a bar graph showing the salaries of workers and how they differ from unskilled to skilled workers.
3. Study measurement and show how it relates to tools such as the ruler.
4. Work problems which require cutting tri-wall to specific measurements.

Science

Have students:

1. Study a unit on simple tools through reports, research and films.
2. Learn fundamentals of mechanics such as measuring and squaring by building something with tri-wall.
3. Build simple tools with sticks, rope, metal and other scraps.
4. Do experiments with tools such as the electric light or radio wave.

Social Studies

Have students:

1. Trace the existence of a tool such as the "Life Story of a

Nail", page 100, Tools In Your Life, Ruth Adler.

2. Visit stores and factories to view the different kinds of goods and services produced by tools. Trace the finished product from the raw material stage.
3. Describe mass production and how it is faster than one man doing the whole job.
4. Visit the Smithsonian to study the changes of mankind and his tools and then make a mural showing those changes. Include:
    a. Man makes and uses tools which are extensions of his origins;
    b. From generation to generation, the best tools are passed on, each tool is more fit for its speciality;
    c. From cave-man to the modern society city dweller;
    d. To tools of tomorrow which will be developed as they are needed.

Art

Have students:

1. Make murals of:
   a. Simple tools being used by man in historical setting.
   b. Man's present uses of tools. Color code simple tools incorporated in complex machines.
   c. Hierarchy of one field of work and highlight the increased tool complexity.
2. Make pictures, papier mache and tri-wall items for:
   a. posters
   b. dioramas
   c. murals
   d. bulletin boards
   e. friezes
3. Make collages of:
   a. simple tools
   b. machines which use one, two, or three simple tools (clocks = wheels; blenders and grinders = wheels and wedges; cars = wheels, levers, and screws, etc.
4. Make a pictorial time line for man's development of tool technology.

Music

Have students:

1. Learn songs about tools.
    - a. "Lavender's Blue" (2nd verse)
    - b. "Bicycle Wheels"
2. Learn songs about work and discuss tools used.
    - a. "I've Been Working on the Railroad"
    - b. "Timber"
    - c. "Nelly Bly"
    - d. "John Henry"
3. Let children use three (3) to five (5) bells to create melodies for their poems.
4. Let children use various instruments to demonstrate how simple tools work and/or sound.
5. Listen to records about work and workers.

Physical Education

Have students:

1. Make up dances which incorporate muscle movements required to use various tool movements required to use various tools.
2. Create dances which imitate various tool movements (simple tools).
3. Use robot-like movements while doing exercises.

Tool Technology

Have the students:

1. Identify the simple tools.
2. Learn the function of each simple tool.
3. Learn the formula for work and use it to show how it aids man.
4. Compare the work of each tool. Tell which is used most in today's complex tools.
5. Examine each of the tools in the classroom. Give the simple tools incorporated in each.
6. Examine three (3) tools used at home. Tell what simple tools are incorporated in each. Give oral and/or written reports.

Bulletin Boards

1. Make a bulletin board to show how man uses machines to solve his problems and lighten his work load.

Examples of problems:

a. The man wanted to lift a heavy rock. He used a ________________ to lift the rock.

b. The bricks were to be moved from the ground up to a platform. The worker used a ________________ to help him lift them.

c. A set of heavy tools were to be taken up to the twentieth (20th) floor and the elevator had not been installed. The men will use a set of __________ __________ to lift the tools.

d. Crates of materials were to be moved from the street into the building. The men used a series of __________ __________ to move the materials.

e. The men were to dig an oil well. They were going to use a huge ______________ to make ahole in the ground.

f. A man needs to move from one region to another carrying a heavy load. He and the load will be moved by the use of ____________________.

2. Make a bulletin board to trace the development of machines. Caption: What machines developed from the use of these simple machines? (Lever, inclined plane, pulley, wheel, and wedge.)

LEVEL IV

CONCEPT: Work has rewards.

SUB-CONCEPTS:

1. Work gives man an economic reward.
2. Work gives man many personal rewards.
3. Work gives man many emotional rewards.
4. Work gives man many aesthetic rewards.
5. Work gives man many oral and visual rewards.
6. Work gives man many physical rewards.
7. Work gives man many ecological rewards.
8. Work enables man to acquire goods and services that are necessities and luxuries.
9. Work enables man to choose his own life style.

BEHAVIORAL OBJECTIVES:

The student will be able to:

1. list economic rewards according to the amount of education one has.
2. list personal rewards he expects from the work to which he aspires.
3. identify ways in which he expects his chosen work to contribute to his emotional stability.
4. describe the aesthetic rewards expected when given a job description.
5. describe the visual and oral rewards to be expected when given a job description.

6. match the reward and description of the reward.
7. distinguish between the intrinsic values and aesthetic values.
8. list the physical rewards work gives man.
9. list the kinds of work which give man ecological rewards.
10. identify five instrumnets as they perform solos on records.
11. distinguish between wind, string, and percussion instruments.

LANGUAGE ARTS

Have students:

1. Role-play a family situation. Certain roles are expected from each child. What rewards happen when the child carries out his responsibilities?
2. Use the want ads of a newspaper to list the monetary rewards of different careers.
3. Write poems and stories about different rewards that a job offers.
4. Interview various workers to get their opinions on rewards. Report to the class.
5. Make bulletin boards and exhibits to depict work rewards.
6. Give oral and written reports about rewards.

LEVEL IV (cont'd)

MATHEMATICS

Have students:

1. Brainstorm and weigh, individually, each of the rewards man derives from work.
    a. put the weighed rewards into percentages.
    b. make a circle graph of the percentages.
    c. discuss how each child's graph differs (shows his expectations and/or emotional needs) and why it differs.
2. Discuss budgets and how they help a family reach long term goals while satisfying short term goals.
    a. use the wages of their chosen work and make an imagenary budget.
    b. make a graph of their budget (bar, circle).
    c. compare the graph to the standard graph.

SCIENCE

Have students:

1. Choose several science related fields of work from a given list and research the rewards of each particular job.

    Example: astronaut -- rewards

    a. mankind
    b. personal
    c. economic

  d. physical

2. Show the film "the Mummy". Let the children decide the type of reward the characters received in the movie. Role-play the parts.

3. Grow a vegetable garden in the classroom to see the rewards of planting seeds, watering and providing for sunshine.

4. Make a simple engine and show the rewards an engine can create.

SOCIAL STUDIES

Have students:

1. Study the map of highway systems to show the rewards good highways offer the driver.

2. Construct posters and murals to emphasize rewards of safe living, preventive medicine, progress into space, etc.

3. Discuss the rewards from work in the field of Social Studies.

4. List the rewards of a given area according to their natural resources of soil, water, forests, minerals, wildlife and places of natural beauty. Some states are more favored with resources than others. Are their rewards higher?

ART

Have students:

1. Make bulletin boards reflecting the many rewards man derives from work.

2. Make pictures of the rewards that are most important to them.

LEVEL IV (cont'd)

3. Make collages that illustrate several of the rewards man gets from his work.
4. Make murals of the rewards man receives from work.
5. Make sculptures which reward the maker visually and aesthetically.

MUSIC

Have students:

1. Learn songs about the rewards expected from work.

   ABC Music Series

   a. "Bicycle Picnic" p.2, Music for Young Americans, Grade 4
   b. "Happy People" p.155, Music for Young Americans, Grade 4
   c. "Dreams" p.1, Music for Young Americans, Grade 4
   d. "The Shell" p.171, Music for Young Americans, Grade 4
2. Learn some of the basic dance steps and show how they are used in the popular dances today.
3. Learn to recognize the sounds of various instruments.
4. Listen to records and identify the instruments that have solo parts.

PHYSICAL EDUCATION

Have students:

1. Play intramural games with other classes. Students should be involved in deciding the rewards.
2. Learn dance techniques and movement.
3. List good motor skills of a particular sport which provide the player with monetary, personal, aesthetic, emotional and physical rewards. Let the student choose one sport and the one famous player from the sport and discuss his rewards.
4. Show how rewards of a job depend on the knowledge of certain exercises and good physical health.

   Example: Telephone repair man needs good physical health to climb the telephone pole or maneuver to repair wires.

TOOL TECHNOLOGY

Have students:

1. Collect simple pictures, paste on Tri-wall and cut into a puzzle for kindergarten or first grade students.
2. Use scraps to construct a sculpture.
3. Collect metal scraps (tin cans and wire), use them to create useful art items.
4. Create replicas of the rewards man derives from work (houses, televisions, cars, boats, beautiful pictures, clothes, food, etc).

5. Make puppets and plan and perform a fairytale for one of the primary grades.
6. Design and make a puppet stage.

BULLETIN BOARDS

Let the students:

1. Create a bulletin board of leisure time uses. (collections of pictures, small items and snapshots)
2. Make a bulletin board of their stories and illustrations of the rewards man gets from work.
3. Make a "How to make_________" bulletin board with each step and process illustrated.
4. Make a puppet show bulletin board to show one visual and oral reward man gets from work.

We had a puppet show:

THE THREE LITTLE PIGS

Plays are an aesthetic reward from work.

TRIPS

1. Visit some of the stores in the shopping malls. Let class discuss values available in several of the stores. Relate to economic and personal rewards received from work.

2. Take a neighborhood walk and then a bus trip to Columbia, Maryland. Let the children debate the pros and cons of the two types of life styles, ecological, economic, physical and personal rewards available in the two communities.

3. Take a bus tour of Washington to note the sculpture and other art work. Discuss these works as jobs and aesthetic rewards.

4. Take a walking tour of the neighborhood. Ask each child to choose the street he'd like most to live on, like least to live on and be prepared to defend his choice. Accept secret ballots only that indicate student's choices. Begin the discussion with the statement, "I'd like to live on (street no one named) because (give a valid reason, such as the parents let the children play in the yards).

TEXTBOOKS AND LITERATURE

1. SRA Our Working World, Regions of the United States, Teachers' Resource Guide

    A. Chap. 1: p.45/B-7, p.46/B-3, pp.47-48/C-6, p.48/C-7, p.48/C-8

    B. Chap. 2: p.56/B-1, p.58/B-8

    C. Unit 11: p.80/UA

    D. Chap. 4: pp.87-88/A-4, p.88/A-6, pp.88-89/A-7, p.96/C-10

    E. Chap. 7: p.142/B-7

    F. Chap. 4: pp.89-90/B-2, p.90/B-6, p.93/C-1, pp.93-94/C-4, p.94/C-5, pp. 94-95/C-6, p.95/C-7

G. Chap. 10: p.188/C-3

H. Chap. 11: p.204/C-5

2. People Use the Earth, Teachers' Edition, Silver Burdett Company
3. City Walkers, Jeanne A. Rowe
4. In All Our States, Scott, Foresman and Company
5. Our Working World, Neighbors At Work, SRA, by Lawrence Senesh
6. The United States and Canada, Teachers' Edition, Ginn Company

CHILDREN'S LITERATURE

1. City Workers, Jeanne A. Rowe
2. Voices of the People, Leswing Communications
3. Voices of Tools and Machines, Leswing Communications
4. Voices of Creative Man, Leswing Communications
5. Richard Learns About Railroading, Vera Russell
6. Bruce Learns About Life Insurance, Vera Russell
7. Larry Learns About Computers, Vera Russell
8. Peter Enters the Jet Age, Vera Russell
9. Ray Visits the Air Force Academy, Vera Russell
10. Tim Learns About Mutual Funds, Vera Russell

LEVEL IV (cont'd)

FILMS

Public Schools - Education Media Center

1.	14	It's Your Future
2.	37	Guidance For the 70's Self-esteem
3.	1202	Air Line Workers
4.	1114	Barbers and Beauticians
5.	1139	Woodworkers
6.	1135	Teachers
7.	1185	Stage Hands
8.	1198	State Employees
9.	1133	Shoe Workers
10.	1131	Retail Clerk
11.	1207	Printers
12.	1181	Piano Workers
13.	1120	Fire Fighters

FILMSTRIPS

Eye Gate 1975

1.	213	Are You Looking Ahead?
2.	252	Focus On the Creative Arts
3.	253	Focus On the Performing Arts
4.	254	Focus On the Small Business Owner
5.	255	Focus On the Professions

6. 7-3 It's Your Future
7. 8-3 Careers In Aerospace
8. 8-4 Building Trade Workers
9. X340 Finding Your Job
10. H357 Hospital Job Opportunities
11. H458 Public Service Workers
12. H550 Workers of the Community
13. H551 Medical Services in the Community

RESOURCE PEOPLE

1. Parent volunteers from various fields of work.
2. Guidance counselor
3. Milkman, businessman, storekeeper, bus drivers, barber, teacher, doctor, librarian, waitress, dentist, etc. to report to the class on the rewards of their particular job.
4. Have a farmer visit the classroom to explain the procedure for growing crops and the rewards of his efforts. He can explain that one large crop may be harvested to bring him enough money to buy all the things he needs to run his farm as well as luxuries.
5. A travel agent can visit the classroom to explain about all the trips that can be taken as a result of money earned from a job.

TRIPS

1. Aerospace Education Foundation Inc.
2. Andrews Air Force Base

LEVEL IV (cont'd)

3. Chesapeake and Potomac Telephone Company
4. D.C. Fire Department
5. Goddard Space Flight Center
6. International Business Machines
7. Metropolitan Police Department
8. Potomac Electric Power Company
9. Naval Dental School
10. Safeway Dairy
11. National Airport

LEVEL V

LEVEL V

CONCEPT: There is dignity in all work.

SUB-CONCEPTS:

1. All types of work are needed to carry on life in a nation.
2. A positive self-concept is important for an individual to function well in the working world.
3. A worker must appreciate the worth of his job.
4. The attitude of the worker toward his job can generate respect of others for his job.

BEHAVIORAL OBJECTIVES:

1. The student will be able to name jobs in his community and tell how they are needed to carry on life in the community.
2. The student will be able to list characteristics that a worker should possess in order to have a positive self-concept and be successful in a job.
3. The student will be able to give reasons why all kinds of jobs, even though they do not pay the highest salaries, are important in a culture.
4. The student will be able to explain how the worker feels about his job and can influence his work and the feelings of other people about the job.
5. The student will be able to explain how he benefits from his parent's work.

LANGUAGE ARTS

1. List new words added to our language by the Indians.

   Example: Arrange the words in alphabetical order.

   a. wigwam
   b. tepee
   c. succotash
   d. pow-wow
   e. papoose
   f. squaw
   g. squash
   h. toboggan
   i. hammock

2. List Indian names of places in our country.

   Example: Divide the words into syllables and mark the accents.

   a. Chicago
   b. Kansas
   c. Niagara
   d. Waco
   e. Seattle
   f. Omaha
   g. Wichita
   h. Tallahassee
   i. Potomac
   j. Susquehanna
   k. Mississippi

3. Write letters to resource persons inviting them to visit the classroom.

Dignity Scrapbook

1. Have the class make a class scrapbook of newspaper and magazine articles concerning workers who have been written about because of a job well done.

LEVEL V (cont'd)

Worker of the Week

1. For a "Worker of the Week" newsletter, have students interview workers in the community. This activity will be followed by writing articles for the newsletter. The articles will highlight the dignity of the job.

MATHEMATICS

1. Have each student in the class interview two employed persons to find out each worker's job title, duties and salaries. Have pupils choose a committee to compile the list, putting jobs in order according to salary.
2. Find a worker's weekly pay. Set a situation describing hours worked and hourly rate. If overtime is included, state rate of overtime pay.
3. Extend the foregoing activity by setting a situation in which an employer has a pre-determined number of workers and needs to know the weekly salary to be paid each worker.
4. Use want ads in newspaper to find job advertisements that give the salary. Make a JOB NOTICE poster.

SCIENCE

1. For a labeled display, collect samples of shell, bone and copper materials used by Mound Builders in metal work.
2. Make a chart which will show how the Pacific Indians as hunters and fishermen used whales, seals, plants and deer to supply their needs.

SOCIAL STUDIES

1. Describe the kind of work Asians did as they wandered across from Siberia to Alaska.

2. Role-play Indian town builders of the Southwest as the Pueblo constructed "apartment houses" on mesas or in cliffs.

3. Trace changes and differences in the work French, English and Spanish settlers did for survival as caused by climate and geography.

4. Show how regional specialization became the structure of the American economy as it is today by contrasting occupations in the Northeast, the South and the West during the 1800's.

ART

1. Mold from clay, pottery and tobacco pipes - replicas of ones that the Mound Builders made. Carve pictures of birds and fish on them.

2. Make a quilt for a baby's bed or a pet's bed.

3. Make a class mural with the theme, "There is dignity in all work". Each child would include his favorite worker. The workers can be dressed in uniform. Scrap materials may be used to clothe the workers, or the mural can be painted. Each child can make a clever motto for his worker.

   Example: Sanitation Engineer -

   "I help you keep your neighborhood clean."

MUSIC

Garbage Collector: (Sanitation Worker)

1. Here are four (4) boxes. Each box has one happy garbage collector and one sad garbage collector. Look at the two pictures in Box 1. Draw a circle around the picture that shows how you think trash collectors feel when they see trash all over the city.

Box 1

Box 2

2. Now look at Box 2. Put a circle around the picture that shows how you think the trash collectors felt when they helped to keep the school yard clean.

LEVEL V (cont'd)

3. Now look at Box 3. Put a circle around the picture that shows how you think trash collectors feel about helping to make their city clean and pretty.

4. Now look at Box 4. Put a circle around the picture that shows how you think trash collectors feel when they are paid for their work.

Box 3

Box 4

Pay Day

1. Pay the children with play money for doing their jobs and allow them to use the money to rent a toy to play with during the scheduled playtime. Pay each child two (2) half dollars for performing his weekly job, or other pre-determined amount.

The Painter Song

Description of the activity:

1. The students put on a puppet show by dressing a puppet as a painter and pretending the painter is being interviewed on television. One student manipulates and talks for the puppet dressed as a painter. The interviewer asks questions concerning a painter's work.

Presenting the activity to class:

1. Explain to class that they are going to have a make-believe television program and allow two students to select one puppet each. One student dresses a puppet as a painter. The interviewer is instructed to ask the painter to describe his work, his clothing and the equipment he uses in his work. The painter also shows the picture cards relating to his work.

SONGS

1. "I've Been Working on the Railroad"
2. "Columbia, The Gem of the Ocean"
3. "When Johnny Comes Marching Home"
4. "Good-bye, Worker"
5. "Guess the Worker"

PHYSICAL EDUCATION

Line Soccer

1. Organization: Two lines are drawn thirty (30) feet apart on the play field. Teams line up on opposite lines, the captains of each team are at opposite ends of the lines.

2. How to play: The referee rools a ball between the teams. The captians of each team runs out and and tries to kick the ball over the opponent's line below the shoulders of the players. The team players protect their goal line by kicking the ball away or stopping it with their hips, shoulders, knees or heads. They cannot touch the ball with their hands. The captains must follow the ball and keep trying to get it through the opponent's line. He scores a point for his team and the play is over. The referee rolls the ball again and the second two players run out to kick it. When the ball is kicked over the heads of the opposing team or goes out at the end of the lines, the two players retire to their places. The referee rolls the ball in again. After all have had a turn, the team scoring the greatest number of points wins the game.

Film

1. Have the class view the film "Body and Soul". This film deals with Blacks in physical education and entertainment. The class can discuss ideas on dignity seen in the film.

Worker Charades

1. A student would think of a worker to pantomime. He would think of three (3) body movements of the worker. The student would perform these three body movements. No words are to be used. The rest of the class would try to guess the worker being described.

LEVEL V (cont'd)

2. List the ways in which jobs related to physical education can lead to careers.

TOOL TECHNOLOGY

1. Use a white soap such as Ivory, to carve spoons, dishes, canoes and totem ploes to illustrate the skills of the Pacific Indians. Set up prizes for the best replicas. Applaud all contributions.

BULLETIN BOARDS

Chart

What is the Career?

For each home activity that is listed, name a career that needs the same skills.

Home Activity	Career
Watering flowers	Florist
Cooking	
Making phone calls	
Feeding the pet	
Writing letters	
Planning meals	
Making a dress	
Changing beds	

Surround the chart by children's paintings illustrating the home activities and careers.

LEVEL V (cont'd)

REFERENCES

1. Our Working World Series, The American Way of Life, pages 17, 18, 19, 22, 25, 143 - 157.

TRIPS

1. Metro Construction Site
2. Howard University Hospital (or any large hospital)
3. Sanitation Department
4. Evening Star Newspaper
5. Bureau of Engraving and Printing

RESOURCE PEOPLE

1. Painter
2. Sanitation Worker
3. School Crossing Guard
4. Engineer
5. Custodian
6. Mary C. Smith (WHUR radio)
7. Bernice Reagan

FILMS

1. "Body and Soul" - This film describes famous Blacks in physical education and entertainment. This film can be obtained from the D.C. Public Library.
2. "Jackie Robibson" - Sterling, 1965 - 27 minutes, (el-a). Uses photographs and footage from old films to portray events in the life of the first Negro Major League Baseball player.

FILMSTRIPS

1. "My Mother Works" - X513 (PII) Eye Gate, 6 color filmstrips with cassettes.

   This is an introduction to jobs held by many women today.

2. "Workers of the Community" - H550 (PII) Eye Gate, 6 filmstrips, 3 cassettes.

   These filmstrips give insight into the importance of community service.

3. "Discovering" - A Career Education Program from Scholastic - Looking at Career Fields. Filmstrip and cassette from Scholastic Book Services, New York.

LEVEL V

CONCEPT: The life-style of a culture depends on its workers who produce goods and services.

SUB-CONCEPTS:

1. There are many life-styles in America.
2. Jobs are determined by life-styles.
3. Life-styles are determined by jobs.
4. Jobs are related to regional life-styles.
5. Jobs are related to economics.
6. The survival of a nation is dependent on efficiency in various types of jobs.
7. Each worker should recognize the importance of other workers' duties in relation to the completion of the job.
8. Many people working together, each doing his part, results in a finished product: Mass production.

BEHAVIORAL OBJECTIVES:

1. The student should be able to describe several American life-styles.
2. Given a list of jobs the student should be able to describe the life-style that could evolve from each job.
3. The student should be able to list jobs related to regional life-styles.
4. Students will be able to list ways that many types of jobs, performed efficiently, are essential to the survival of a nation.

5. The student will be able to tell how each job requires certain skills and abilities for the satisfactory performance of the worker.

LANGUAGE ARTS

1. Have students write and produce a play or skit showing how workers depend upon each other. Show what happens if one worker is absent or performs poorly.
2. Practice letter writing by
    a. answering ads
    b. writing a resume' for a chosen job

MATHEMATICS

1. Have students show how a gas station attendant needs to use fractions, make a record of gasoline purchases for four weeks by a driver who uses premium or regular gasoline. Find the total price.

Price Per Gal.	Quantity in Gal.	Price
59.9	14.7	
60.9	15.0	
60.9	13.0	
61.9	16.5	

2. Make a graph showing workers, their salaries and their preparation for the job.
3. Visit a gasoline station. Look at the pumps. Take pictures. Record the purchases made during the time of the visit.

SCIENCE

Game Using Gameboard

1. Play Science Tic Tac Toe: This game may be played on the chalkboard. If the teacher wishes to make a more permanent form of this game, a gameboard may be made with the use of corrugated board covered with clear plastic paper. Crayon can be used to write on the gameboard. In each space on the gameboard, a different science job would be listed. The class would be broken into two teams. The child would have to tell about the life-style connected with the job before he could make his X or O in the particular space. The teacher will determine whether the response is correct. The first team that gets three marks in a row wins.

   Example:

Chemist	Weatherman	Conservationist
Oceanographer	Electrician	Biology Teacher
Astronaut	Doctor	Physicist

2. Have students collect newspaper articles pertaining to scientific jobs and categorize them.

   Examples of Categories:

   Physical Science

   Biological Science

   Chemical Science

   Medical Science

   Space Science

3. Invite a scientist from Goddard Space Flight Center, Greenbelt, Maryland to tell about his particular job. Follow up with trip to the Goddard Space Flight Center.

SOCIAL STUDIES

1. Have students describe the three regions of the United States in the early 1800's by constructing a chart with headings

   Northeast West South

2. Using job symbols and a legend, show on a regional map jobs particular to that region.
3. In a class discussion, pupils might try to arrive at what they think are the five greatest inventions by Americans. They amy need to check decisions by using an encyclopedia and making certain that they belong to American inventors.
4. A pupil might read about the use of Braille by blind persons and tell the class about it. Invite a blind person to demonstrate the use of Braille.
5. An airways map might be obtained. Pupils might plan imaginary trips and compute the air miles from one location to another using the scale.

ART

1. Have students make a class, or individual dioramas showing life-style of people in resort areas and related jobs.

   Materials: shoe boxes, construction paper, tempera paint, oaktag.

MUSIC

1. Have students have a quiz program of work songs that must be identified by name of the region.
2. Have students learn:
   a. "The Erie Canal" - American Work Song

b. "Dixie Land"

c. "Git Along Little Dogie!" - Cowboy Song

PHYSICAL EDUCATION

1. Have students play a game of Charades. Have pupil act-out a life-style. Other pupils should try to guess the life-style.

   Examples of Life-styles:

   a. mountain climbing
   b. skiing
   c. swimming
   d. deep-sea diving
   e. boat racing
   f. camping
   g. hiking
   h. fishing

2. Invite a resource person from the school to speak on his life-style, how he became involved in Physical Education and his hobbies.

3. Invite a football player and have him tell about his life-style.

TOOL TECHNOLOGY

Cardboard Marionettes

1. Have students draw a boy or a girl without arms on cardboard. Draw two separate arms. Color the boy or the girl and the arms as you wish and cut them out. Make a small hole in each shoulder. Attach the arms to the shoulder with paper fasteners. Dress the boy or girl as a skier, mountain climber, etc., by coloring, or using cut-out clothes. This activity can be adapted to other concepts.

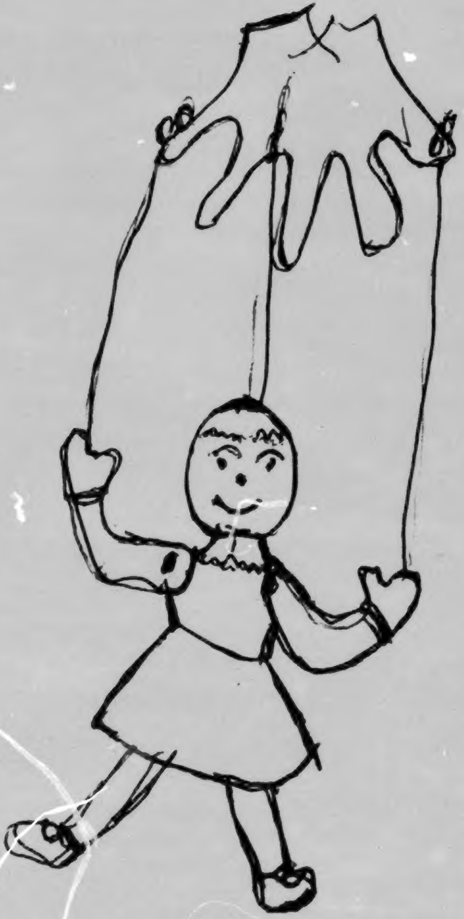
   Materials: heavy cardboard, paper fasteners, saw,
   string, crayons

   See diagram.

Diorama

1. Draw people showing life-style in resort areas and related jobs.

   Materials: cardboard box, construction paper, tempera paint, oaktag, saw



BULLETIN BOARD (coordinated with Language Arts Activity)

FROM TREE TO BOOK

Tree farmer

Lumberjack

Sawyer

Paper Mill
Worker

Author

Publisher

Book Designer

Printer

Printer

Binder

Salespaerson

Book Clerk

Note: The workers can be made three-dimensional.
An idea is included in the Tool Technology section for making cardboard marionettes.

LEVEL V (cont'd)

BULLETIN BOARDS

Regional Safari

1. Descriptions of regional life-styles will be placed on 2" x 4" cards. Players will move large-headed tacks or magnets. Each card will tell the number of spaces to move. Before a player can move the number of spaces on the card, he must answer the questions correctly. Answers to questions are found on the back of the card. The object of the game is to complete the journey.

Sample Card:

Name the region of the United States where skiing is a life style.

REGIONAL SAFARI

Finish

Green	Northeastern
Red	Western
Black	Southern

Start

Cards

FIELD TRIPS

1. Capitol East Swimming Pool
2. Lightship Chesapeake
3. Goddard Space Flight Center
4. Washington Star Newspaper
5. Gasoline Station

RESOURCE PERSONS

1. Scientist - Goddard Space Flight Center
2. College or Professional Football Player
3. Physical Education Teacher
4. Cartographer

FILMS

1.	2490	People Are Different and Alike - America at Work Series I
2.	1115	Bookbinders I-J
3.	1207	Printers I-J

FILMSTRIPS

1. "Working in U.S. Communities" - Singer Group I, Group II, 4 filmstrips, 4 cassettes each
2. "Tools! Whose?" - General Awareness Series (002) OMIDA. P.O. Box 3868, Centerdale, Rhode Island 02911.

REFERENCES

1. Our Working World Series
The American Way - Senesh, Chapter 8
Sub-title, Economic Life in Different Regions,
p. 143-157.

LEVEL V

CONCEPT: There are many different kinds of work.

SUB-CONCEPTS:

1. Work can be categorized in many different ways.
2. Many workers are needed to establish, maintain and develop a city or town, a county, a state and a nation.
3. Technology is changing the kinds of work in our society.
4. There is interdependence of all work in our society.
5. Interests, attitudes, abilities, values and needs of a society are factors relating to a person's choice of a job.

BEHAVIORAL OBJECTIVES:

1. The student will be able to name at least five (5) jobs in each of several kinds of classifications.

   Examples:

   a. blue collar - white collar

   b. goods - services

   c. non-professional - para-professional - professional

   d. unskilled - semi-skilled - skilled

2. The student will be able to explain how companies organize their businesses, by tracing a product from raw material to consumer.
3. In oral discussions, the student will be able to differentiate between an avocation and a vocation.

LEVEL V (cont'd)

4. The student will be able to name the three (3) branches of the federal government and typical workers in each branch.
5. The student will be able to name jobs suitable for persons of different interests and abilities.
6. The student will be able to list economic inequalities of education, wealth, poverty and discrimination, and describe their effects on job seekers.
7. The student will be able to give job descriptions of at least twelve (12) occupations that are new to them.

LANGUAGE ARTS

Abbreviations from Job Want Ads

1. How many of these abbreviations can you recognize? Next to the completed work or phrase in Column 2, put the number of the abbreviation in Column 1.

COLUMN 1	COLUMN 2
1. secy.	_____a. salary
2. yr.	_____b. downtown
3. fr.	_____c. from
4. prof.	_____d. shorthand
5. vac.	_____e. experience
6. sal.	_____f. excellent
7. excel.	_____g. preferred
8. eve.	_____h. good pay
9. gd. pay	_____i. professional
10. dwntwn.	_____j. required

LEVEL V (cont'd)

11.	sub. ofc.	____k.	secretary
12.	pref.	____l.	evening
13.	req'd	____m.	vacancy
14.	shhd.	____n.	year
15.	exp.	____o.	suburban office

Password With Professions

1. The class can be divided into two (2) teams. One (1) member from each team comes to the front of the class to give clues. Job names are written on slips of paper. The game leader chooses a slip of paper to be given to the two (2) team members at the front. These two (2) students must give their team one-word clues. Each team alternates in hearing and answering the clues. The scoring begins with ten (10) points and decreases until it reaches zero (0). If the job is guessed on the first attempt, the team is awarded ten points. The points decrease with each attempt. The winner of the game is the first team to receive twenty-five (25) points.

Sharing Post

1. A small area in the room can be set aside for posting of news articles, pamphlets and books concerning varied jobs. A sign-up sheet for listing names of the children who would like to make short oral reports on a particular job find can be included. A monthly chart can be kept on those students who have shared their items.

(See next page)

LEVEL V (cont'd)

JOB SHARING POST

Sign
up to
SHARE

We
Shared

ARTICLES

Books & Pamphlets

MATHEMATICS

Dietician's Duties

1. Estimate the number of calories in a school lunch. Make a graph of the number of calories in foods such as bread, ice cream and pie.

Building an Aquarium

1. Have students measure pints or quarts of water as they are poured into the container.

Measuring Distance

1. Measure the circumference of a bicycle wheel. Tie a piece of cloth to the rim of the wheel. Over a given distance, count the number of revolutions the wheel makes. Multiply the circumference by the revolutions made to find the total distance.

Using Classified Advertisements

1. Have students look through the classified advertisement section of the newspaper and find jobs of varying salaries. Students may follow-up by making a chart ranging the jobs from highest to lowest according to salary.

SCIENCE

Research the Ant Colony

1. Research information on the ant colony. Find names of the many workers in the colony. List several activities of each group of workers.

Weather Watch

1. Keep a record of temperature, humidity, rainfall, barometric pressure and air quality index for a week. The detailed weather report from the daily newspaper can be used for information.
2. The class can be broken into five (5) groups. Each group can be responsible for making a graph for each of the five weather characteristics.

Nutritionists

1. Study the basic food groups. Students may keep a daily log of food eaten for a week. The children may chech off foods eaten in each of the food groups.

Plant-a-Shrub Project

1. Plant an evergreen shrub. Select a good site. Dig the hole deep enough and wide enough so that the tree's roots can spread out and not be crowded. After the tree is set in place, push the loose soil into the hole, then stamp the soil with your feet or a shovel. Ask for volunteers to keep the shrub watered.

SOCIAL STUDIES

Gross National Product

1. In order to understand the three (3) sectors of the economy whose total spending makes up the Gross National Product, play a classification game. Gross National Product, (GNP), is the total value of all final goods and services produced in the economic system during one year.

LEVEL V (cont'd)

2. Use sheets of paper with the economic sectors who spend money as headings.
3. The students who write six (6) examples correctly in each sector first will be applauded.

Example:

Spending by Consumers	Investment Spending by Businesses and Factories	Federal Government Spending
groceries $1900 automobile $5500	computor for dept. store $150,000	fighter planes $900,000
	bakery delivery truck $8000	tank $110,000

Research

1. Have pupils use the library to find out what each of the following medical specialists does.

ophthalmologist
orthopedic surgeon
radiologist
anesthesiologist
plastic surgeon
dermatologist
neurologic surgeon

surgeon
urologist
internist
pathologist
pediatrician
psychiatrist
otolaryngologist

Game

1. Play the game, "Twenty Questions", to discover a person's occupation.

ART

1. Have students make hand puppets of different workers.
2. Make models of different kinds of workers using papier mache', clay or masonite, who work in the city.
3. Construct a model of a community showing the roles of many workers.
4. Paint panel pictures. Each panel picture can be a cluster with illustrations of jobs in the cluster.
5. Construct murals showing the wokr of some of the specialized agencies of the U.N.

MUSIC

1. Have students listen to records of work songs and see if the students can give the job titles.
2. Organize a musical group to perform in an assembly program.
3. Play a game called "Riddle dee dee". Students are to think of the worker and whether he is one of the several classifications that they have studied.

   Example:

   a. blue collar   b. white collar

   non-professional   professional

Say: Riddle dee, riddle dee, "I'm thinking of a worker. Who could it be? It begins with _______." Give the beginning letter of the worker. The child who guesses correctly gets to say the next riddle.

PHYSICAL EDUCATION

Human Ball

1. Have students assume a sitting position with their feet together, knees bent and turned out. He thrusts arms under knees from inside and locks fingers over ankles. He starts a swaying motion from side-to-side and rolls in one direction. Momentum will carry the child in a complete circle.

Career Requirements

1. Find and list the requirements for careers in tennis, football. baseball and basketball.

Simon Says

1. Play the game, "Simon Says". The leader will use actions depicting various kinds of work.

Basketball

1. Have students observe a basketball game. Bring in a list of workers involved in operation of the game.

   Examples:

   Referee, doctor, medical aide, coach, assistant coach, manager, owner, captain of the team, trainers, custodians.

2. Play a relay game. Discuss the ways a team could work together more efficiently.

TOOL TECHNOLOGY

1. Have students list twenty (20) jobs and name the tool or tools that are required to do the job.
2. Make a papier mache' of your favorite worker.
3. Play a game, "Match the Worker With the Tool".
4. Let the students cut out pictures of workers and their tools from a newspaper or magazine and match the tool with the worker who uses it.
5. Construct a model of a community showing the roles of many workers.

BULLETIN BOARDS

Classification

1. This bulletin board idea has been designed to illustrate the terms, professional, para-professional and non-professional. This board is made in chart form. This same idea can be utilized with the terms blue collar, white collar, goods and services, unskilled, semi-skilled and skilled.
2. A game can be made to be out with the bulletin board. This game will help to reinforce the classification skill. The title of the game can be, "Where Do I Fit?" Different jobs would be listed on cards. On the back of the card the correct job classification would be listed. A small box can be divided into the three (3) categories: professional, para-professional and non-professional. The student can throw the card into the box that has the correct card category. After the student has finished separating the cards, he can check the back of the cards to see if he is right.

LEVEL V (cont'd)

PROFESSIONAL

- Lawyer
- Dentist
- Draftsman
- Teacher
- Newspaper Reporter
- Architect
- Home Economist
- Psychologist
- Librarian
- Social Worker
- Surveyor
- Urban Planner
- Engineer

PARA-PROFESSIONAL

- Teacher's Aide
- Nurse's Aide
- Practical Nurse
- Medic
- Carpenter's Helper
- Electrician's Helper
- Psychiatric Aide

NON-PROFESSIONAL

- Dishwasher
- Bus Driver
- Gas Station Attendant
- Parking Attendant
- Waitress
- Busboy
- Cashier

At this center you might like to:

1. Research some of these jobs.
2. Add to the categories.
3. Draw or find pictures showing some of these workers.
4. Play the "Where Do I Fit?" game.

** Note: Pictures may be exhibited beside the categories.

REFERENCES

1. Our Working World Series
   "The American Way of Life"

   page 129 - Three Branches of Government

   page 328 - Organizing Techniques for Business

   page 330 - Gross National Product

   page 336 - Economic Inequalities

TRIPS

1. Chesapeake & Potomac Telephone Company (637-9000)
2. Library of Congress (426-5108)
3. The Main Post Office
4. National Symphony Orchestra (NA8-7332)
5. National Medical Center, Bethesda, Md. (295-0082)
6. Shabazz Bakery (678-2883)
7. Washington Hospital Center (541-6301)
8. Superior Court
9. WTOP - T.V. (244-5678)

RESOURCE PERSONS

1. Public Relations Officer from Chesapeake & Potomac Telephone Company
2. Librarian
3. Musician

LEVEL V (cont'd)

4. Court Clerk
5. Internist
6. Program Coordinator for WTOP
7. Postal Clerk

FILMS & FILMSTRIPS

1. "Public Service Workers" - Eye Gate: H458, 6 filmstrips and 3 cassettes
2. "Basic Office Practices and Procedures" - Eye Gate: X330 DX330: 6 filmstrips and 3 cassettes
3. "Portrait of a Deaf City" - 50, C-15 MIN, J.S.A.
4. "The Powerful and Powerless View Their City"
5. "Workers and Their Work" - Coronet Series - Worker Series; 8 filmstrips in color

372.83	S.168	Sound with four 12" records
Wor.	M.168	Sound with light tape cassettes

6. "Working in U.S. Communities" - Group 1 & 2, 4 filmstrips, 2 cassettes, guides - SVE Educational

LEVEL V

CONCEPT: Mankind uses tools for work.

SUB-CONCEPTS:

1. Tools are used in all jobs.
2. A worker usually uses a wide variety of tools.
3. The use of tools saves time and makes work easier.
4. The kind of job determines the tools the worker uses.
5. Tools have a wide range of simplicity and complexity.
6. Training is usually necessary in order to use tools in the most effective way.
7. Workers or researchers can improve the kinds of tools used in jobs.
8. Some complex tools can be substituted for the performance of one or more tools.
9. Some complex tools require input of workers for maximum performance and maximum efficiency.
10. Tools must be manipulated and stored in the safest possible manner.
11. Tools must be maintained, repaired or replaced in order to continue satisfactory operation.
12. Tools are used to make tools.
13. Users of tools must be taught and must follow safety rules for the use of tools.
14. Tools must be protected from vandalism and theft.

LEVEL V (cont'd)

BEHAVIORAL OBJECTIVES:

1. Given ten (10) occupations, the student will be able to list tools needed for the worker to function effectively in each occupation.

2. Given five (5) occupations, a student will be able to list tools for each, showing the wide variety of tools used.

   Example: Secretary

   pen
   pencil
   envelopes
   carbon paper
   eraser
   calendar
   telephone
   file cabinet
   paper clips
   pencil sharpener
   dictionary
   flight schedules

3. Given a two-column form, a pupil will be able to enumerate under appropriate headings, tools that save time and tools that make work easier.

4. The student will be able to name the simple machines and give examples and uses of each.

5. The student will be able to explain how each of the simple machines work.

6. The student will discover that complex machines are made from the basic kinds of simple machines, by investigating steam engines, electric motors and generators, the gasoline engine, the diesel engine, and steam turbines.

7. The student will be able to name tools that have been improved and describe the changes.

   Example:

   a. manual can opener - electric can opener

8. Given a list of twelve (12) workers and the tools of their trade, a student will be able to describe for each the type of training, place of training and length of time it takes to train the worker to use to use his tools.

9. The student will be able to name at least four (4) complex tools that eliminatethe services of one or more workers.

   Example:

   a. Teletype machine

   b. Post hole digger

LANGUAGE ARTS

1. Take a tour of the school. Talk to the workers that you find. Get each worker's autograph and his job title.

2. Write a letter to a friend telling which job you like best of all the jobs you saw on your walking tour of the school. Tell why you prefer that job.

3. From the fifteen (15) occupational clusters, have pupils choose and occupation from each of the five (5) clusters. Have them tell the special characteristics or preferences that a person should have to be proficient in the job.

4. Ask students to survey their homes for as many examples of each of the three classes of levers as they can find. Combine the results into a class list. Have each student make a copy of the list for his notebook or for a booklet on machines. A discussion of the examples will reinforce their understanding of the types and functions of tools that are levers.

MATHEMATICS

1. Interview engineers, doctors, farmers, athletes and others, to determine the use they make of mathematics.

2. Choose instruments that measure, in order to explore, research and observe. Some instruments to consider are the barometer, letter scales, speedometer, calipers and other measuring devices.

3. Guess the Centimeters
Directions: Look at the side of this card. It shows 10 centimeters. Copy the chart below. First, guess how long each object is and write your answer. Then use the side of the card to measure each.

	Guess	Actual
a. your thumb	_____cm.	_____cm.
b. your pencil	_____cm.	_____cm.
c. your shoe	_____cm.	_____cm.
d. a book	_____cm.	_____cm.
e. your paper	_____cm.	_____cm.

4. Learn the importance of measurement in carpentry. They will make a pair of bookends to exact measurement.

    a. The student will review equivalencies of the different measurements, i.e., 12 inches = 1 foot; 3 feet = 1 yard etc.

    b. Use the ruler or T-square for exact measurement.

SCIENCE

1. The pupil should name at least four (4) machines in each of the following categories.

MACHINES AT WORK

Lifting	Pushing	Pulling	Cutting	Digging

LEVEL V (cont'd)

2. Visit a construction site to determine what force is used to make the machines operate, as they are observed. (Is the force electricity, steam, muscles, etc., a combination?)

3. To show that steam has force, the student should heat some water in a test tube that has a stopper placed tightly in the end of it. The steam will push the stopper out. (Be sure that the stopper is not too tight. It is the steam that will shatter the test tube. Safety goggles are advisable for all participants.)

4. With the help of a conservationist set up an experiment to observe the effects of vegetation upon rapidity and extent of erosion. Fill two wooden boxes with soil. Plant grass seed in one and leave the other box without a cover crop. Tilt the two boxes and water daily.

5. Have students research a scientific job of their choice. The report will stress the accomplishment and satisfaction of a job done well.

   Example:

   a. Astronaut - fame being the first on the moon.

6. The student should make a sketch of an open carpenter's tool box. He should draw and label tools that he thinks the carpenter would need.

7. One of the most outstanding developments in recent years in man's quest for more efficient tools is the laser. Have some students prepare reports and illustrations on the use of lasers.

SOCIAL STUDIES

1. Compare kinds of work done by children in Colonial America with the kinds of work performed by children today. Notice the tools they used.

2. Write a story. Choose an opening sentence:

   "I would like to have been a colonial child because..."
   or
   "I would rather be a present day child than a colonial child because..."

3. The student should identify and tell the use of six (6) tools commonly used at home in ordinary homemaker maintenance of a house.

   Example:

   a. ruler
   b. screwdriver
   c. claw hammer
   d. wrench
   e. pliers
   f. awl
   g. saw
   h. scissors

4. Students will interview community workers. The interview would involve the workers' training and the use of particular tools used in the jobs. The class can be divided into groups of three or four. Tape recorders and cameras can be used in this activity. Each group can make an oral class presentation using the tape and slides. Students may choose the community worker of their choice. Such workers might include:

   a. chefs
   b. beauticians
   c. mechanics
   d. artists
   e. tailors
   f. upholsterers
   g. carpenters
   h. draftsmen
   i. bakers
   j. musicians
   k. florists

ART

Be a Designer

1. Have the students design a new house from those around them. Choose each feature from a different house in the neighborhood. Features the students may wish to include:

    a. door
    b. walkway
    c. steps
    d. chimney
    e. porch
    f. rooms

Tool Mobile

1. Students may choose a certain worker. Students are to make models of the tools of this worker. These models will be suspended from a hanger. Many types of materials may be used to make the models. The design and choice of materials for the models may be decided on by the students.

Tool Puzzle

1. Students may make a puzzle. Students can find a large magazine picture of a tool or a picture where several tools are shown. The picture can be pasted on cardboard or tri-wall. A design may be drawn so that the pieces can be cut. A knife or jig saw may be used to cut the puzzle.

MUSIC

1. The students will learn the words and the music to, "I've Been Working on the Railroad". (This song emphasizes the use of the sledge hammer, nails, etc.)

2. Listening for Instruments
Materials: Ditto sheets with a list of instruments from the four classifications; woodwinds, string, brass and percussion. A listening center can be set up with various recordings available. Pupils could choose a recording. They could listen to identify the instruments they hear.

3. Have students compose poems about tools. Each child might choose the worker who uses tools that he, himself would like to work with. Other students could create a tune for the words. The songs could be sung by the class.

4. Make a list of the songs written, noting names of pupils who wrote the words and music.

PHYSICAL EDUCATION

Pipe Wrench

1. Have students bring a pipe wrench and a broomstick to class. Ask several students to try to keep the broomstick from turning as another student uses the pipe wrench to turn it. Discuss the value of wrenches as tools.

Cane Grinder

1. Pupil places hand on floor keeping his arm stiff and body stretched out straight. Body should not sag. He walks around in a circle using his arms as a pivot. Head should be kept way back during this stunt.

Pantomime Game

1. First player picks a card and acts out a tool for his team.

2. Team has one minute to guess which tool it is. A correct guess earns one point.

3. After one minute, the next team repeats the above steps.

Careers and Tools

1. Choose ten careers related to health education and list ten tools used in each career.

Juggling

1. (One ball) Student extends the right arm forward and

tosses a ball upward in a circular motion. He catches the ball in the left hand, switches it quickly back to the right hand for another toss. He tries to make the motion smooth.

2. (Two balls) Student holds two balls in the right hand. He releases one ball, then just before the first is caught with the left hand, he releases the second ball. He transfers each ball back to the right hand as soon as the ball is caught.

TOOL TECHNOLOGY

1. Create a worker's tool or invent one, using cardboard, clay or tongue depressors.
2. Build a model of a place where a worker might work. Use clay, foam rubber, toothpicks or other materials.
3. Make a worker's uniform, using cloth or crepe paper and scissors.
4. Knit or crochet scarves and hats using yarn.

BULLETIN BOARDS

TOOL OBSERVATORY

teacher

instructor

lawyer or
attorney

singer or
vocalist

1. Find or make pictures of tools these workers use.

2. Pictures can be drawn with charcoal or paint.
3. This idea can be expanded to include synonyms for other occupations.

   Examples:

   a. minister - preacher
   b. seamstress - dressmaker
   c. bricklayer - mason
   d. mechanic - repairman

RESOURCES

Field Trips

1. A construction site
2. Tour of the school
3. Tour of the neighborhood
4. U.S. Government Printing Office
5. Hechinger's
6. WTOP - TV
7. Wheaton Lumber Yard
8. Wonder Bread Bakery
9. Museum of Science and Technology
10. National Bureau of Standards

RESOURCE PERSONS

1. Carpenter
2. Construction Worker

3. Dental Hygienist
4. Secreatary
5. Heavy Construction Equipment Operator
6. Automobile Mechanic
7. Conservationist

FILMS AND FILMSTRIPS

1. The World of Work: Vocational Opportunities - 14 color filmstrips with 7 cassettes. TF8 - 2

1114	Machinists
1168	Hand Tool Makers
1139	Woodworkers
1126	Postal Workers
1175	Stove Workers

2. How Machines and Tools Help Us. Eye Gate
835 Basic Concepts in Science.

REFERENCES

1. Our Working World Series: "The American Way of Life".

Farming Equipment in 1800's, p. 146-148

Print, Radio and Television, p. 312-315

New Materials, p. 327

Communications, p. 354-357

The Arts, p. 357-367

The Laser, p. 401

LEVEL V

CONCEPT: Work has rewards.

SUB-CONCEPTS:

1. Work gives a person a feeling of accomplishment and the satisfaction of a job well done.
2. Work enables one to acquire the necessities and luxuries of life.
3. Workers have economic protections.

BEHAVIORAL OBJECTIVES:

1. The students will be able to differentiate between necessities and luxuries of life.
2. Given a list of occupations, the students will be able to describe the duties and responsibilities of of the jobs and the kinds of rewards that would accrue.
3. The student will be able to differentiate between monetary and aesthetic rewards.
4. The students will be able to name jobs that improve the quality of life for others.
5. The student will be able to name economic protections of workers, (compensation for job-related injuries, retirement, paid vacations, sick leave, etc.)

LANGUAGE ARTS

1. Have students discuss the differences between necessities and luxuries. Elicit that an item can be a necessity for one person and a luxury for another.

   Example: (car for a salesman. etc.)

2. Write a class career newspaper or newsletter. Include news about parents' and relatives' jobs: duties,

promotions, hours, holidays and awards. Include pupils' summer jobs and evening jobs. Use summaries of newspaper articles about occupations.

3. Other topics of discussions could include the following:
    a. What does "leisure time" mean?
    b. What workers work on holidays? (nurses, doctors, druggists, gas station attendants, waiters, waitresses, etc.)
    c. What workers depend on certain seasons for their work? (fishermen, fruit pickers, farmers, etc.)
4. Have students categorize the holidays as religious, legal or commemorative.
5. Have each student make a written report on a holiday, giving its history, meaning and manner of observance.
6. Have students make a list of workers who work on holidays. Tell them to alphabetize the list.

HOLIDAY	WORKERS
Out-of-order	In Alphabetical Order

7. Have students write two-line rhymes about careers.

Example:

Plants and fish that dwell
in the sea
Are a source of study
for me.

I am an oceanographer.

Benefits for Workers

1. Find persons or situations in the box below that match the benefits that are listed. Write the matching terms in the blank space provided. Some benefits will have more than one listing.

Matching Terms

Unemployment Insurance Program

Old-age, Survivors, and
Disability Insurance Program

Medicare and Medicaid

Special Assistance Programs

---

an ill person, sixty-five years old

a blind or crippled person

a worker who has a broken leg

a worker who loses his job through no fault of his

children of a deceased worker

MATHEMATICS

Computation

1. Sell copies of a class newsletter. Keep records of number of copies sold. Use the money to open a class savings account.
2. Learn the difference between a savings account and a checking account.

Balance a Bank Book

Old Balance	Date	Withdrawal	Deposit	New Balance
$200.00	May 6	$75.00	--	$125.00
$125.00	June 10	--	$[illegible]0.00	$?

1. Add more information and leave new balance column blank for student to compute.

SCIENCE

Special Events

1. Observe the following events. Have students list workers who would have special interests in the following events.

a.	National Electrical Week	1st week in Feb.
b.	National Forest Products Week	3rd week in Feb.
c.	Future Farmers of America Week	3rd week in Feb.
d.	National Wildlife Week	3rd week in Mar.

Experiment With Erosion

1. With the help of a conservationist set up an experiment to observe the effects of vegetation upon the rapidity and extent of erosion. Fill two wooden boxes with soil. Plant grass seeds in one and leave the other box without a cover top. Tilt the two boxes and water daily. Record findings.

Report

1. Have the students research a scientific job of their choosing the report will stress the accomplishment and satisfaction of a job well done.

   Example:

   Astronaut has the fame of being one of the first in outer space and on the moon.

LEVEL V (cont'd)

SOCIAL STUDIES

Chart

WHO ARE THE WORKERS?

1. List the different occupations involved in the development, distribution and use of this booklet.

2. Your paper should start like this.

WORKERS WHO PRODUCE A BOOKLET

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

or more

LEVEL V (cont'd)

Chart

MY CAREER?

1. Name four (4) or more occupations (jobs) you might like. Write the occupational cluster for each occuaption.
2. Make your paper book like this.

OCCUPATIONS

MY CHOICE	CLUSTER
1.	
2.	
3.	
4.	

or more

Pretend You Are A Famous Person

1. Have each student choose a famous personality and pretend that he is that person. The student would write a paragraph telling the aesthetic rewards that were received from being in this profession. The student must research the person's life to receive an understanding of the aesthetic rewards derived from his job.

ART

Cover Design

1. Create a design for the cover pf the career newsletter using a career acrostic as the focal point.

Important Numbers Chart

1. Use an artistic arrangement to make an Important Numbers Chart to hang at home. List phone numbers of doctor, fire station, hospital, police, parent's workplace, poison control center, school, etc. Refer to the Yellow Pages and other resources.

Necessities and Luxuries Chart

1. With the use of magazines and newspapers, make a class chart showing some of the necessities and luxuries of life. Students may write sentences to describe the charts.

Collage

1. Make a career collage. Use pictures from magazines, catalogs, newspapers, booklets, pamphlets, travel folders, etc. to create a collage about an occupational cluster you are interested in. Mount the pictures on tagboard or cardboard.

MUSIC

1. Have students compose a song about an occupation, writing the words and the tune, or have them use a familiar tune and adapt words to it.
2. The children can play a game called, "Riddle-dee Rake". One child thinks of a worker and the kind of noise he makes in his work. The only clue given is sound effects. The child who guesses correctly gets to be "it". Tell the students that the class is going to play a game called, "Riddle-dee Rake" and that they are to think of a worker and the kind of noise he makes. Say: "When I'm at work, riddle-dee rake. This is the kind of noise I make." Make the type of noise associated with the worker. The student who guesses correctly gets to say the next riddle.

3. Songs:

    a. "John Henry" - Negro Work Song

    b. "Song of the Ants" - by Selim Palmgreen

PHYSICAL EDUCATION

Rescue Relay

1. Organization: Two parallel lines are drawn thirty feet apart. Teams line up behind one line. The captains of each team line up beyond the other line, and face the other teams.

2. How to play: On a signal, the captains run forward, take the hand of the first member of the team, and both run back to the goal line. The captain stays there, but the other player runs back to the team to get another player. The game continues with each player being rescued by the preceding runner. The team that gets all players over the goal line first, wins the game.

Walking Chairs

1. Players stand in several small circles. Each player faces counter-clockwise and places hands on the waist of the person in front of him. Each squats on the knees of the player behind him. At a signal everyone moves around in a circle.

Crow Walk

1. Organization: The students stand in groups of eight on the starting line in the play area, about twenty (20) feet away from the goal line.

2. How to play: Each student places his arms outside his knees and grasps his ankles. On a signal, he walks forward (still grasping his ankles) as rapidly as possible to the goal line.

Beenbag Relay

1. Provide a way of helping children improve their coordination without winners or losers. After two teams have lined up, a person from each runs out. One has a beenbag, which he throws to the member of the other team. They throw it back and forth four (4) times and then run back to their respective teams. The rest go in turn. The goal is simply to complete the exercise; no score is kept. Variation: Members from each team hop, jump or skip out and back, trying to finish at exactly the same time.

TOOL TECHNOLOGY

Tools They Use

1. Make a booklet. On each page write a career as a title. Find or draw pictures of tools that each career person would use. Write the name of the tool under the picture.

   Example:

   Physician

   1.

   2.

   1. tongue depressor

   2. swab

RESOURCES

Filmstrips

1. "The Conservation of Our Resources". Set of 9 captioned w/5 cassettes. Eye Gate House. Children will learn the relation between man an his resources and what is being done to preserve those resources.
2. "Economic Life". Eye Gate House. This series on economics covers the following: Everyone Uses Money, Scarcity - A Basic Economic Problem, How Can the U.S.A. Fight Poverty?, The Flow of Goods and Services.

Records and Cassettes

1. Industrial Growth Transforms the Nation (1865-1900), Set of 2 records or 2 cassettes, Society for Visual Education. About the formation of industries and how unions began.

RESOURCE PERSONS

1. Congressman or his representatives
2. Social Worker
3. P.T.A. President, or other officer
4. School Counselor
5. Clerk in a drug store
6. Biologist
7. Botanist
8. Teacher of Conservation

LEVEL V (cont'd)

FIELD TRIPS

1. Mc Cormick and Company, Inc.
   414 Light Street
   Baltimore, Maryland
   (301) 539-6460

2. Maryland and Virginia
   Milk Producers' Association
   Vienna, Rockville, or Chantilly
   524-2300

3. United States Capitol
   Tour Office
   225-5341 or 225-4654

4. Rock Creek Nature Center

REFERENCES

1. Our Working World Series
   "The American Way" - Senesh. Problems Created by Economic Growth, p. 329-332, Protecting Our Workers, p. 333-335.

LEVEL VI

LEVEL VI.

CONCEPT: There are many kinds of work.

A country needs many people, many kinds of jobs.

SUB-CONCEPTS:

1. Countries need people in order to grow.
2. Working groups with common interests help in the growth of countries.
3. A country which has many opportunities for workers grows rapidly.
4. Political, economical and social forces that bring people together make a country grow.
5. Jobs available are determined by the resources and demands of the particular geographical region.
6. Countries can grow when they use their natural resources to the fullest extent.
7. Many types of specialists are necessary in the growth of a country.
8. Many systems such as transportation are important in the growth of a country.

BEHAVIORAL OBJECTIVES:

1. Students will be able to identify various jobs found in a particular country or geographic region.
2. Students will be aware of how jobs influence the state/condition of a country's economy.
3. Students will be able to list the advantages of living in a country which has developed its natural resources and advanced in technology.

LEVEL VI.

BEHAVIORAL OBJECTIVES: (cont'd)

4. Students will be able to list the effects and advantages the geographical location has on work in a country.

SUGGESTED ACTIVITIES:

Language Arts

Group these occupations in the correct category.

carpenter
teacher
nurse
brick layer
electrician
construction worker
engineer
principal
anesthesiologist
dentist
orderly
oral surgeon
painter
plumber
biologist

HEALTH SERVICES	EDUCATION	ENGINEERING

Language Arts (cont'd)

Construct a crossword puzzle for the students based upon identifying different kinds of jobs. Match the worker with the characteristics of his job. Use tagboard for construction.

oil driller	watch maker	rice farmer
chief	samari swordsman	fisherman
shoe maker	conductor	hunter

Matching Cards

water
kung fu game
ruler
leather
petroleum

nets
rail
spear

Students can make up a poem about the ten (10) most important jobs (to them).

Mathematics

1. Using an encyclopedia make a graph of salaries of ten (10) jobs found in a specific country.
2. Construct a market place of a specific country and have students make, label and sell products produced and sold in a particular country.
3. Draw or sketch a model of a village using specific measurements for huts, roads, etc. Use geometric shapes necessary to complete the assignment successfully.

LEVEL VI.

Science

1. Take any agricultural country and grow those vegetables common to that country in the classroom. After getting the garden started, have students list those jobs that they think would help their gardens to grow.

2. Name the types of crops grown in an area in which a volcanic eruption has had an affect on the texture of the soil.

3. Draw a diagram showing the changes in the soil which occur as a result of a volcanic erruption allowing for the planting and growth of crops such as pineapples.

Social Studies

1. Make a bar graph comparing the economy of a country that is rich in using its natural resources and a large job industry to a country that is low in natural resources and has very few jobs available.

2. Make a chart listing jobs found in an agricultural country and a highly technical country to depict the difference in types and number of jobs found in each country.

3. The student can take a blank world map and list the natural resources in a country with symbols. Example:

Africa ex.

natural resources:

diamonds

oil

gold

LEVEL VI.

Art

1. Students can make uniforms for different job opportunities. (e.g., policeman, fireman, nurse, doctor, etc.)

2. Make a collage of workers around the world.

Music

1. Operetta - students select a name of a job from a grab bag and make up a short song about that job. This can be used as a big project to put on to the rest of the school.

2. Songs (from volcanic areas) -

   Ring-a-Lay - Hawaii

   Haru Ga-Kita - Japan

   or

   Springtime Has Come

Physical Eduation

1. Visit a Lacrosse game at a local university. After equipment is obtained from the Head of the Physical Education Department in your region, a trial game can be played.

2. Students will research and list the qualifications necessary for careers in cricket, polo, soccer, gymnastics, etc. After research is done, students will engage in these sports.

3. Show students different exercises that prepare the body for gymnastics. Perform.

LEVEL VI.

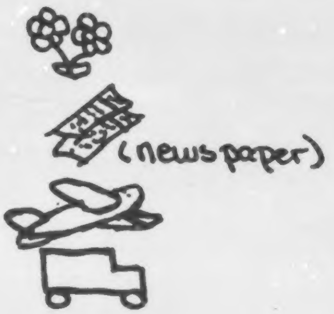
Tool Technology

1. Build a Japanese or some other foreign model of a railroad car or a foreign automobile. (Kits for this project can be obtained from any hobby, drug or 5 & 10 cent store.)
2. Build a geographic region in clay with the natural resources indicated with little pieces of wood that the children have painted.

Bulletin Board Suggestions

THE WHAT TO DO GAME - match the name with the picture association

sanitation engineer
travel agent
florist
delivery boy



*Make a report on each of the jobs above.

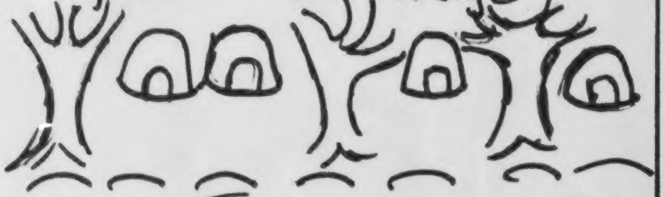
*What type of preparation is needed for each job?

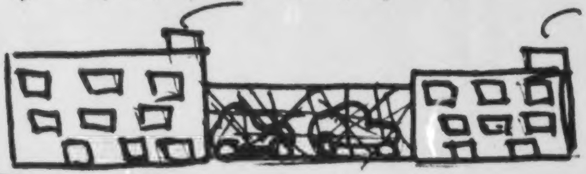
WHERE DO YOU FIND THESE JOBS?

Connect the yarn with the correct area.

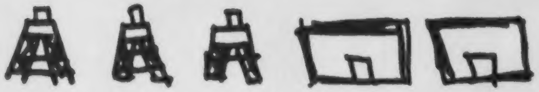
Chief
Craftsman
Hunter
Assemblers
Draftsmen
Polishers
Derrickman
Rotary Oil Driller
Petroleum Geologist
truckdriver
coffe picker
seller

African Tribal Village

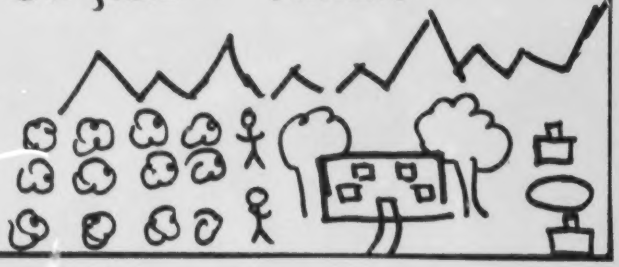




Toyota Car Assembly Plant (Japan)



Oil field in Kuwait



LEVEL VI.

Teacher References

Text book - Regions of the World - chapters 10 & 13.

Songs Children Like (Folk songs from many lands) - Association of Childhood Education International.

Occupational Outlook Handbook, 1974-75 ed. U. S. Department of Labor.

Field Trips

1. See the Howard University soccer game
2. The Department of Agriculture
3. The Washington Post
4. A local restaurant

Films

The Hawaiian Islands - Their Origin and Nature Today. Dowling, 1951; 10 minutes, color er-a. Shows, by drawings, how colvanic action created the Hawaiian Islands and how the process of nature transformed them into habitable and vegetated lands.

Third Avenue. ACi, 1957; 11 minutes, color.

Village in India. EBEC, 1957; 49 ft., color, el jb. Middle East and India Series.

Temperate Plateau Lands Curriculum. Material Corp. 1958; 34 ft., color, el-a.

Desert and Man. 2431. color, 10 minutes, P-1.

Filmstrips

X340 - Finding Your Job

Filmstrips (cont'd)

X340A - Working For Someone Else

X340B - What Can You DO?

X340C - Job Shopping

X340D - The Job Interview

X340E - Getting A Better Job

X340F - Finding A Career

H357 - Hospital Job Opportunities

H357A - Inhalation Therapy Technician

H357B - X-Ray Technician

H357C - Medical Assistants

H357D - Nurses Aides

7-3 It's Your Future. Offers constructive guidance in helping students avoid two of the most worrisome pitfalls.

1. Indifference regarding the importance of an education

2. Faulty methods of study

7-3A - A Look at the Future

7-3B - In Training

7-3C - Seeing the Whole Picture

7-3D - Know-how and Your Future

Filmstrips (cont'd)

H550 - Workers of the Community

H550A - Auto Service

H550B - Supermarket Manager

H550C - Appliance Repairman

H550D - Bus Driver

H550E - Local Newspaper/Printer

H550F - Restaurant Helpers

8-4 - Building Trade Workers

8-4A - The Exterior Painter

8-4C - The Roughing Carpenter

8-4F - The Plasterer

8-4H - The Brick Layer

828 - Careers in Aerospace. Super 8mm film loops.

H458 - Public Service Workers. Super 8mm film loops.

Listen to Learn, career cassettes

LL1A - LL1H - Automotive Careers

LL2A - LL2D - Cosmetology Courses

LL8A - LL8D - Careers in Physical Therapy

LL20A - LL20D - Careers in Creative Arts

LL22A - LL22D - Careers in Small Business

LL23A - LL23D - Professional Careers

LEVEL VI.

Resource People

1. Howard University - Soccer Team Player
2. Representation from the Embassies
3. Peace Corps Worker
4. Agriculturalist
5. Metro Bus Driver
6. X-Ray Technician

LEVEL VI.

CONCEPT: The life of a culture depends on its workers who produce goods and services.

SUB-CONCEPTS:

1. People perform jobs differently throughout the world.
2. People communicate in various ways.
3. Different jobs require different capabilities and skills.
4. Geographic and cultural environments dictate the types of jobs available and goods produced from those jobs in a particular country.

BEHAVIORAL OBJECTIVES:

Students will be able:

1. to compare and contrast different job methods from various countries.
2. to express through music, language, literature, art, etc., ways of communicating in various countries.
3. to identify "goods" and "services".
4. to explain why certain jobs exist in a specific geographical location.
5. to associate cultural differences with economic outcomes.
6. to discuss in a debate, the cultural differences in several regions of the world.

LEVEL VI.

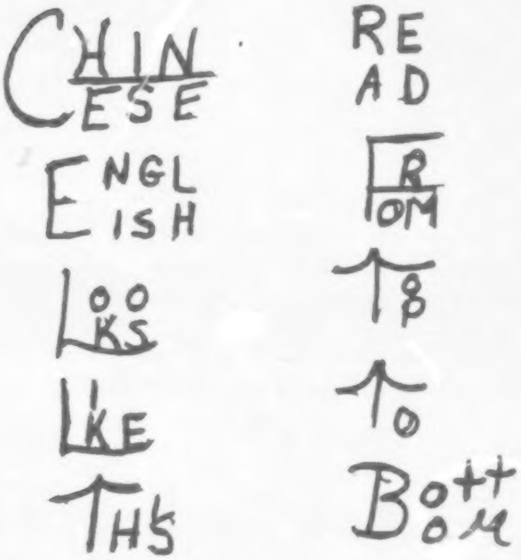
SUGGESTED ACTIVITIES:

Language Arts

Using different languages (such as French, Spanish, German, and (Swahili) show the children how to say hello, good-bye and how are you in these languages. Stress that although they may sound different the meaning is universal.

Chinese English

A. Preparation and materials: Write on the board the example shown.


CHIN
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Language Arts (cont'd)

B. Introduction to the Class: Look at the example on the board. Because of the way it is written, it looks like Chinese. But of course as you study it, you can see it is actually English with each word written in a pattern to resemble Chinese characters. As a free time activity, try writing some proverbs, short poems and the like in Chinese English.

C. Game: Worko

Preparation: On tagboard, make in hopscotch squares, pictures of goods produced by workers. Make matching squares of workers who produce the goods.

D. Riddles - Who Am I?

Make up riddles about goods and services. Students will identify names of workers which will complete each riddle.

Mathematics

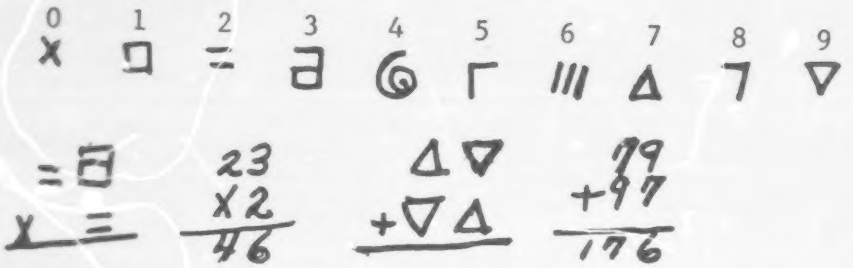
1. Give a Roman Numeral and Code Arithmetic exercise showing that people can communicate in more than one way with numbers.

Ex. Roman Numerals XXVII 27
x XVI x16

LEVEL VI.

Mathematics (cont'd)

Code Arithmetic



2. Word problems showing goods and services.

   Ex. If a worker produces 2 dolls an hour, how many would he produce in 8 hours?

   If one worker puts 2,489 tops on jars and another worker puts on 3,689 tops, what is the difference?

3. Make a graph showing the products such as oil which each country that he choses has and how much each country produces of that product?

4. Set up a bank in the classroom. Have several types of currency from different countries that you choose. (Children can make money prior to activity.) Have a group of children to role play the occupations of the bank system and exchange money from other countries with American money.

Science

Set up an experiment making two environment boxes.

Ex. One box air polluted by oil; the other

Science (cont'd)

box non-polluted to show how the job environment affects the workers.

Social Studies

1. Students role play Japanese factory workers, showing their working relationship and mutual respect and cooperation.
2. Play a game matching the geographical region with the job.
3. Make a chart depicting the tribal duties performed according to ages in an Ibo tribe showing the importance of each job to the survival of the tribe.

Art

1. Make a scrapbook showing different workers in different geographical regions of the world.
2. Make a collage showing workers who provide services and workers who produce goods in a specific country or area of the world.
3. Draw pictures of uniforms worn by workers in a specific area of the world working in a factory, on a farm, etc.
4. Make a diorama depicting the Samoan culture.

Music

1. Compare the rock-n-roll musician of the United States with the folk musicians of another country.
2. Draw a chart of the different types of music in our country as compared with those of another country.

Music (cont'd)

3. On the chart show the types of jobs available in the music industry for the countries that you choose.

Physical Education

Corsican Dance - France - Music by Burns, Evans, Wheeler, Album 2.

Steps: Skip, step swing hop, bleking.

Formation: Couples, with boys on the left and girls stand in line formation, one behind the othery. They join right hand at girl's waists and hold joined left hands shoulder high.

For additional dances, see the Physical Education Curriculum Guide.

Tool Technology

1. Students can make different kinds of jewelry from various countries. They can also make an outline of the country from which the jewelry comes.

2. Students can construct a product of their choices. Example: table.

3. Make a talking drum which is used in different countries to communicate. (Check Handbook for other activities that might tie in.)

4. Make an Eskimo Trading Post.

Directions:

a. From white pine cut:

6 - 1" x 2" x 5" pieces.

Tool Technology (cont'd)

6 - 1" x 2" x 2'8" pieces.

3 - 1" x 2" x 5'8" pieces.

b. Assemble the two sides:

Glue then fasten with fasteners as shown in diagram 1.0. Glue a 3' piece of muslin to each frame.

c. Assemble front frame to the same as above. Cut remaining muslin in half lengthwise. Glue to bottom half of frame.

d. Attach sides to front with hinges. Nail shelf to middle support of sides and front.

Tools to be used:

- crosscut saw
- hammer
- carpenter's square
- staple gun
- tape measure
- C-clamps

5. Make a kayak to show how the Eskimos get around during fishing season.

Tools:

- coping saw
- darning needles
- 30 - 1 cotton cord
- 2 yds. burlap
- 1 - 4'x8' untempered masonite

Tool Technology (cont'd)

- tempera paints
- 5 - sheets construction paper
- 1 - pk. jigsaw
- scissors
- awl

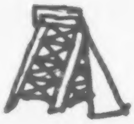
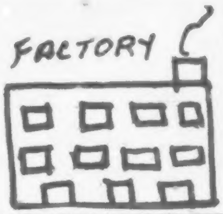
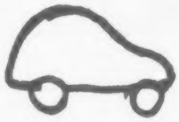
6. Make an Eskimo igloo to compare an Eskimo winter home with other homes of other regions.

   Tools:

   - 4 - 9" bowls
   - 2 - 50 lb. bags of paper mache
   - vaseline
   - 6 sheets of cardboard
   - poster paint
   - box of black crayon

Bulletin Board Suggestions

MATCH THE JOB WITH THE COUNTRY AND THE TOOL

COUNTRY	TOOL	JOB
Saudi Arabia	OIL WELL 	MANUFACTURER
Japan	FACTORY 	ASSEMBLY LINE ON THE VOLKSWAGEN
WEST GERMANY	CAR 	OIL DRILLER

LEVEL VI.

Teacher References

Regions of the World - Lawrence Senesh

Man a Course of Study

Social Science Satellite Kit

The Valuing Approach to Career Education - Series 3-5

World Book Encyclopedias

Field Trips

1. Chesapeake Bay Maritime Museum
2. Visitors Center, Environmental Protection Center
3. African Art Museum
4. Oil Refinery (in Baltimore)
5. Sparrows Point, Maryland
6. Fisher Body Plant (Baltimore, Maryland)

Films

"Listen to Learn" - Eyegate

115 - *Data Processing Careers*

LL-5A An Introduction to Data Processing

LL-5B Key Punch Operator

LL-5C Programmer

LL-5D Systems Analyst

LEVEL VI.

Films (cont'd)

LL14 - Careers in the Textile Industry

LL14A An Introduction to Data Processing

LL14B Textile Designer

LL14C Apparel Industry

Filmstrips

H550: Eyegate, Workers of the Community

- Auto service
- Supermarket Manager
- Applicance Repairman
- Bus driver
- Local Newspaper Printer
- Restaurant Helpers

255 - Focus on the Professions

8-2 - World of Work - Vocational Opportunities

2490 - People are Different and Alike (Educational Media Center - 629-5265)

80 - Two Boys in Ethiopia - I - J - S

27 - Jungle Farming (South America) I-J

Resource People

1. Washington Society for the Performing Arts
2. The African Cultural Dances and Drummers - (Brother J. R. Joyner)
3. Geologists - (Howard University or Catholic University)

LEVEL VI.

CONCEPT: There is dignity in all work.

SUB-CONCEPT:

Work is essential for obtaining the necessities of life.

1. A positive self concept is important for the individual to function in the world of work.
2. If a culture is to survive, all members must perform certain kinds of jobs.
3. Each individual contributes to a nation's wealth in some way.
4. An individual's aims and life objectives will determine his attitude toward work.
5. A job performed in one area is important to the economical conditions of another area.
6. Each individual dignifies the job; not the job the individual.

BEHAVIORAL OBJECTIVES:

The student will be able to:

1. tell the importance of each job to the function of the particular world communities studied.
2. compare jobs of their own community with those of a variety of world communities.
3. identify jobs in a variety of world communities by listing occupations important to that community.
4. discuss the economy in various foreign

LEVEL VI.

BEHAVIORAL OBJECTIVES: (cont'd)

industries in relation to the dependency of that economy upon the economies of others.

SUGGESTED ACTIVITIES:

Language Arts

1. Role playing activity showing the types of jobs in a particular country, showing how each job helps that country to survive.
    a. Children write scripts.
    b. Make costumes.
    c. Role play.
2. Students can write to embassies of their choice asking for information on the types of job opportunities available.
3. Debate - showing the pro's and con's of a big nation such as the United States coming in to give aid to a small country such as Viet-Nam.
4. Students can write their own stories, the themes being the five sub-concepts listed on the concept, "There is dignity in all work".

Mathematics

1. Have students make a graph showing the number of jobs in our community as opposed to that in another world community.
2. Teacher can make up her own word problems

Mathematics (cont'd)

- addition, subtraction, multiplication, and division - using the information from the text or resource material. e.g.,

Information taken from page 197, The Road to Revolution.

Ex. The Taiping Rebellion lasted from 1850 to 1866. How many years did the Rebellion last?

3. Show by using a chart the number of countries dependent on the United States.

Science

The class will make a large clay model of land formations (ex. plateaus, mountains, volcanoes, and water bodies) naming the problems that each formation may cause and the occupation that helps alleviate the problem. (Oceanographer, geologist)

Social Studies

1. Compare present day jobs with those of the past through sociodrama. For example: Students enact a sociodrama depicting the roles and functions of the workers of old traditional Chinese society with the workers of New China.

2. Contrast working conditions in Japan and the United States by:

   Students can make cartoons showing the working conditions and benefits, incentives that affect attitudes about work and motivate industriousness.

Social Studies (cont'd)

3. On a map showing countries of the world, have students match jobs that are important to a particular country or region. For example: Rubber tree tapper - South America (Brazil), oil driller - middle east countries.

4. Construct a mural showing division of labor.

   Ex. In a CHinese Commune or African Tribe/Clan to show harmony as a source of pride in group and individual responsibility.

5. Make a time line tracing a produce from one country to another.

   Ex. Volkswagons made in West Germany shipped to the United States.

Art

Mural - showing the types of workers in several world communities.

Diorama - showing as many as possible jobs in our community.

Music

Students will learn songs sung by workers in various countries related to dignity of work. For example: West Indian "Banana Man", African work song sung by men in the Zaire.

Physical Education

1. Have drill and marching activities to show each child some of the procedures for preparing men and women for the armed services

Physical Education (cont'd)

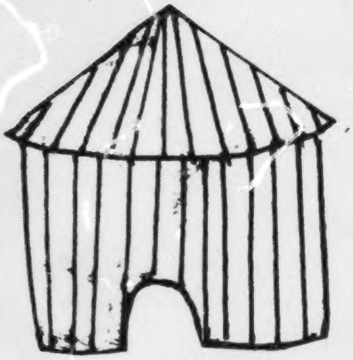
in our country and other countries.

2. Take a walk in your immediate area discussing the types of jobs needed to make our community function (just in that small area).
3. Dance activity for a particular country. For example: China.

Tool Technology

Make a hut.

1. Shape cardboard.
2. Cut in a small door.
3. Coat a small section of the side of the hut with rubber cement and while it is still wet, lay on the straw or grass until the area is completed covered.



Continue to cover the sides - a small section at a time - and then do the roof.

This activity can be done individually or in a group.

Materials needed.

Jigsaw; tri-wall; straw, grass or rafia; rubber cement.

Bulletin Board Suggestions

Mr. Letter

Which words are not part of a letter

Heading

Arm

Salutation

Body

Greeting

Signature

Man

NAME THE KINDS OF LETTERS

Correct this letter

____

____

________________,

____

____

____

____

____

Bulletin Board Suggestions (cont'd)

Take a Trip to Another Land

TASK II

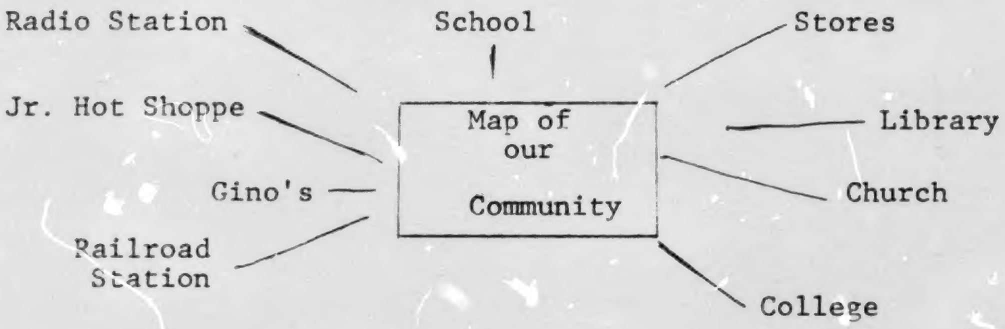
Draw pictures of the types of communes in China.

TASK I

Take a map of China

1. Color the language groups in China.
2. Label the important cities, rivers and mountains.

ALL AROUND OUR COMMUNITY


Radio Station
School
Stores
Jr. Hot Shoppe
Map of our Community
Library
Gino's
Church
Railroad Station
College

LEVEL VI.

Teacher References

Textbook: Regions of the World, Social Science Satellite Kit

Suggested chapters:

9, 10 - Unity in a Poor Land

15, 16 - Search for Harmony

19, 20 - From Many To One

27, 28 - Common Problems

The Valuing Approach to Career Education - concepts 7,8; 3-5 series

The Superintendent of Documents, United States Government Printing Office, Washington, D. C., 20402, offers background notes on over 150 countries at 10¢ each. See your T.M. of Regions of the World, pgs. 284-291, for the country of your choice with addresses.

Field Trips

1. Embassy of country studies
2. African Art Museum
3. Tour of the school community
4. Community buildings
    a. Department store
    b. Telephone company
    c. Restaurant
    d. Police/fire station

LEVEL VI.

Field Trips (cont'd)

e. Bakery - Wonder Bread

f. Radio Station - WHUR, WUST, WMAL

Films

Desert Science and Industry

Earth Science -- Oceanography

Earth Science - Geology

Conservation and Natural Resources

The Face of the Sahara

Village Life - South America

Woodwinds and Dance Series - South America

Community Services

Filmstrips

"The World of Work" - Eyegate, Part II, 8-2

"The City" - Colonial Films, Inc.

"Me, Myself and I" - Eyegate, 202

"Man and the Cities" - EFA Educational Media

"Requirements in the World of Jobs"

"Going Places" - A field trip series - SVE,
A trip through Washington, D. C.

LEVEL VI.

Resource People

1. Bernice Reagon - (in D. C. Telephone Book)
2. Parents
3. Custodians
4. Principal
5. Teachers -
    - Ex. - Physical Education
    - - Science
6. Cafeteria Workers
7. Community People -
    - Ex. - Minister
    - - Store Clerk
    - - Policeman
    - - Sanitation Engineer
    - - Embassy Personnel

LEVEL VI

CONCEPT: Mankind uses tools for work.

SUB-CONCEPTS:

1. The job determines the type of tool used.
2. Various tools are necessary in the growth of a culture.
3. There are many kinds of tools.
4. The expertise that the worker uses with his tools will determine the outcome of the goods and services.
5. A tool is any means of achieving one's goals.
6. Anyone can use tools.

BEHAVIORAL OBJECTIVES:

1. The student will be able to identify particular workers.
2. The student will be able to identify the tools that a particular country uses in its specialization such as Iran (for oil), Germany (cars) and Finland (for fish industry).
3. The student will be able to compare the quality of two (2) identical objects made by two different workers.
4. The student will be able to group tools according to their jobs.
5. The student will be able to role-play different jobs and the tools that go along with that job. (Use abstract tools such as speech, hearing and touch.)
6. The student will become aware through discussing the different kinds of tools that anyone can use a tool.

LANGUAGE ARTS

1a. Make a filmstrip of the different kinds of tools necessary for the survival of a country and/or village. (Suggested countries - Iran, Germany, Peru; suggested villages - Bantu, Pygmies and Indians of S.A. in Amazon region.)

1b. Make a scrapbook of all the tools that the student may think necessary and write a caption why this tool is necessary. (Child can choose his community, country or any village.

2. Role-play the ten (10) kinds of workers and tools they use for performing a certain job.

3. Write paragraphs describing the use of tools for five (5) para-professional jobs, (teacher's aide, medic).

The Guess the Tool Game

Make a riddle and ask the student what the tool is.

1. The doctor uses me to hear your heartbeat.

   ____

2. When a construction worker wants to widen the streets he may use me.

   ____

3. You brush your teeth with me. ____________________

4. The teacher uses me to communicate. ________________

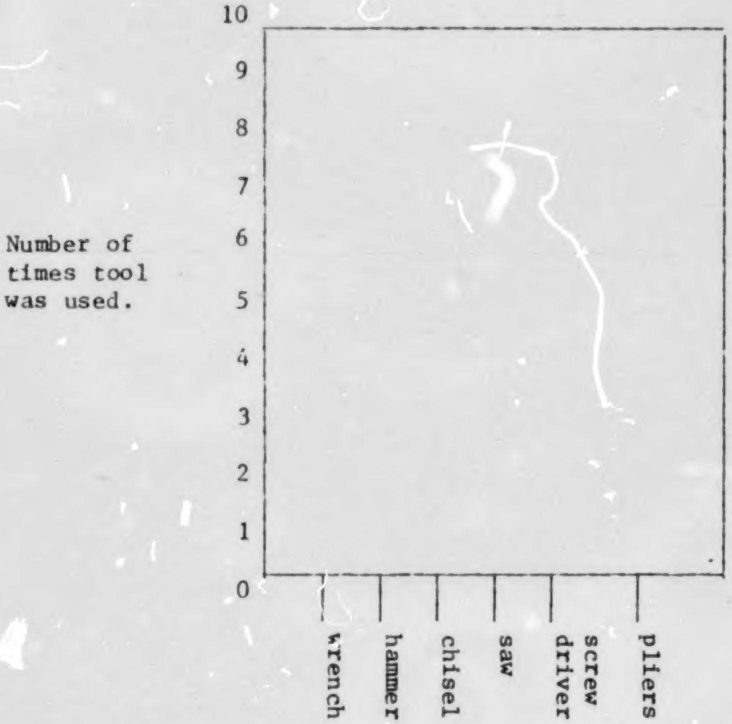
speech - toothbrush - drill - stethoscope

MATHEMATICS

1. List jobs that require the use of tools that measure and weigh.

2. Place a tool chest in the room. Make a bar graph showing the frequency of use of each tool in the tool chest.

Example:



LEVEL VI (cont'd)

ART

1. With clay or plaster of paris, make molds of the shape of a hammer, screw driver, chisel, file and the saw.

2. Draw pictures of various tools for identification purposes and label each part.

   Example:

   CHECK

   CLAW

   FACE

   POLL

   NECK

   HANDLE

3. Make a mural of tools used in a particular country. (Such as Iran an oil country.)

MUSIC

1. Students will listen to the song, "The House That Jack Built" and list all the tools used to build the house.

2. Learn songs "O' John Henry", "I've Been Working on the Railroad", etc., and list all the tools used in each song.

PHYSICAL EDUCATION

1. Play the game "Who Am I?" (Pretend to be a tool, pantomime its use(s).

2. Choose five (5) careers related to health education and list five tools used in each career.

   Examples:

   a. Nurse

   b. Dental Technician

   c. Medical Case Worker

   d. Veterinarian

   e. Doctor

   f. Pharmacist

   g. Occupational Therapist

   h. Dietician

3. Make a chart showing the tools used in your physical education classes and show how each is used.

SOCIAL STUDIES

1. Show by pictures how an industry has been changed by the use of tools (machines) within the last century.

   Examples: farming and clothing

2. Given a list of simple tools (such as wooden plow) identify the country or countries in which that tool is still used in daily work.

3. Students will list on chart, countries that use primitive methods and tools in farming and industry and tell whether the country is economically poor or rich.

4. Make a graph showing ten (10) countries and their major products. Discuss why and what reasons are responsible for these products to be of such quality.

5. Given a list of five (5) industries of five different countries, the student will be able to write and explain in short paragraphs all the major tools used in that particular industry.

   Examples:

   a. clothing
   b. weaving
   c. looms
   d. sewing machines

SCIENCE

1. Given a list of machines have students classify the machines into simple machines such as lever and complex machines such as the bulldozer.

2. Make a chart comparing tools used during the Stone Age Period with the tools used today.

3. Students can list the five (5) senses (sight, sound, touch, smell, taste) used while working with a specific tool, such as hammers.

TOOL TECHNOLOGY

1. Make a miniature model of a diamond mine complex. Use masonite cut to the shape of the mines. Gather and use rocks that resemble diamonds. The people can be cut from tri-wall.

2. Make a plaster of paris models of those tools necessary for a surgeon and a cook.

3. Teach the use of the tools in a tool chest. (A resource person could be used here. The custodian at your school.)

4. Make a book about different types of jobs and their tools out of heavy paper, cardboard, glue, tape and fill with pages of writing paper.

LEVEL VI (cont'd)

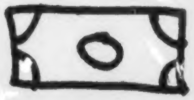
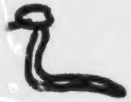
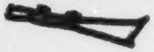
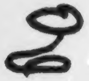
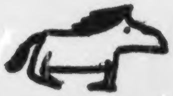
BULLETIN BOARDS

IDENTIFY THE TOOL WITH THE WORKER and the COUNTRY

WORKER	COUNTRY	TOOL
Banker	Switzerland	Money
Snake Charmer	Morroco	Snake/Flute
Gaucho	Argentina	Horse/Rope
Factory Worker	Japan	Raw Materials
Witch Doctor	Zaiyre	Speech
Farmer	France	Tractor

** Note to the teacher: Scramble these.

Identify the tool with the worker and the country.

Worker	Country	TOOL
Banker	Switzerland	
Snake Charmer	Morroco	 
Gaucho	Argentina	 
Factory Worker	Japan	
Witch Doctor	Zaiyre	
Farmer	France	

LEVEL VI (cont'd)

WHAT KIND OF TOOL WOULD I USE?	
orator	book
dentist	drill
carpenter	sewing machine
seamstress	book
doctor	mouth
librarian	stethoscope

What Kind of tool would I use ?

orator

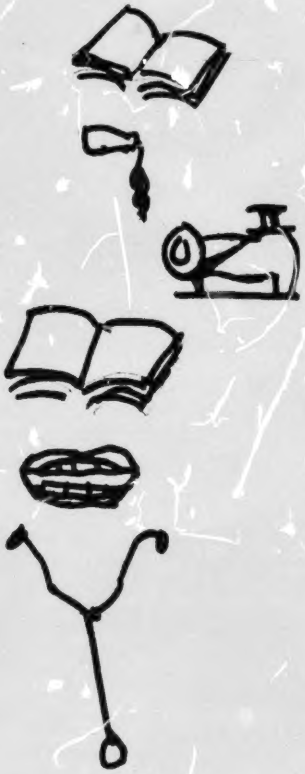
dentist

carpenter

seamstress

doctor

librarian



LEVEL VI (cont'd)

SUGGESTED RESOURCES

Resource Persons

1. Banker/Teller, Clerk
2. Machinist
3. Representative from Agricultural Department (International Division)

Field Trips

1. Agricultural Research Center - Beltsville, Maryland
2. Visit a Metro-Construction Site
3. Smithsonian - History and Technology
4. Goodwill Industries
5. Hechinger's
6. Kern Distributors
7. National Bureau of Standards
8. Turkey Run Farm

Films

1. "Japan" - A Nation of Growing Cities
   17 minutes, color, McGraw-Hill textfilms.
2. "Israel" - Making a Land Productive
   17 minutes, color, McGraw-Hill textfilms.
3. "Auto Workers" - Americans at Work Series 112
4. "Hand Tool Makers" - Americans at Work Series, 1168
5. "Machinists" - Americans at Work Series, 1124
6. "Jobs in the World of Work", A Good Place to Be,
   1969, 12 minutes.

7. "How Machines and Tools Help Us", 1954.

8. "Safe Use of Tools", ½ reel, 5½ minutes, black & white.

9. "Machines", 1950, 8 minutes, black & white.

Filmstrips

1. Science In Everyday Life, "Machines For Daily Use", 43 G Eye Gate Instructional Materials.

2. "The Five Senses", 821 Eye Gate Instructional Materials.

3. Basic Concepts In Science, Level II. "The Lever Helps Us to do Work", 83513 Eye Gate Instructional Materials.

4. The Community Series: Agriculture and Industry, McGraw-Hill Films, Code 641290.

Transparencies - Eye Gate Instructional Materials

1. Simple Machines, I005-11, Three Classes of the Lever

2. Simple Machines, II005-12, Jackscrew

3. Simple Machines, III005-13, Pulley System

Multi-media Kits

1. Physical Science Skillcards, Otho & Perkins, Robert E. McNemor, 1969, Charles Merrill Publishing Company.

LEVEL VI (cont'd)

Children's Literature

1. Tools in Your Life, Irvin Adler
   The John Day Company, New York, 1956
2. How to Work With Tools and Wood, Robert Campbell
   and N. H. Mager, Pocket Books Company, New York,
   New York.
3. The Boys' Book of Tools, Raymond F. Yates,
   Harper and Brothers Publishers, New York.
4. Machines, Victor Edward, Chicago Follett, 1962.

TEXT AND REFERENCE BOOKS FOR TEACHER

1. Regions of the World, by Lawrence Senesh,
   SRA, Chicago, Palp Alto, Toronto.
2. People Use the Earth, Chapter 7
   Silver Burdette Social Studies, Anderson, Coon,
   Dobler, Stoddard, Weaver, 1967.

LEVEL VI

CONCEPTS: Work has rewards

1. People work for various reasons.
2. Work enables one to acquire the necessities and luxuries of life.

SUB-CONCEPTS:

1. There are economic rewards for work.
2. There are personal rewards for work.
3. There are emotional rewards for work.
4. There are aesthetic rewards for work.
5. There are oral and visual rewards for work.
6. There are physical rewards for work.

BEHAVIORAL OBJECTIVES:

1. Given a set of pictures, the students will identify the types of work being done and be able to describe the kind(s) of rewards it brings.
2. The students will be able to distinguish between necessities and luxuries from a variety of countries.
3. Given the names of twenty-five (25) jobs from regions around the world, the student will be able to choose the ones that aid life and explain their choices.

LANGUAGE ARTS

1a. Children can look up the kinds of rewards for meaning and syllablication.

a.	economic	d.	aesthetic
b.	personal	e.	oral
c.	emotional	f.	physical

1b. After learning the meanings of the above words, children can role-play using as part of the script the different types of rewards.

2. The student will be able to write small booklets containing:

   a. What they want to be.

   b. Their age now, and the age necessary to become this worker.

   c. What is the necessary preparation of this job.

   d. Show how he will get ready for this job.

   e. The various rewards obtainable after completion of the work.

3. Have a Turn-A-Bout day for your class, with the children role-playing the jobs in your school. At the end of the day, have children discuss/or write the rewards that they had received from role-playing. (The children must decide what occupation they want to role-play.

4. Have children to interview the staff at your school with the main question being, "What reward(s) do you receive from your job?"

MATHEMATICS

1. Make a list of as many workers that you can think of from your community and other countries and make a comparative study of their working hours.

   Example:

Worker	Approximate Hours	Daily Approximate Wage	Country
Teacher	6	$30.00	U.S.
Doctor	4-8	For the State	Russia
Bricklayer	8	$64.00	U.S.
Nurse	8	$40.00	U.S.
Merchant	All day	$20.00-40.00	Arabia
Sanitation Worker	8	$40.00	U.S.

2. With this chart, students will be able to add or subtract, multiply or divide to see advantages and disadvantages of salaries received by various workers.

3. Make a bar graph or line graph comparing salaries/wages of workers in one industry (such as coffee, oil or rubber) in several countries.

SCIENCE

1. The student will make various projects in electricity. After completing the projects each student will write a brief paragraph on the type of reward that he received from completing the project.

   a. The question and answer board for any major science area can be used. When the student chooses the right answer the bulb will light up.

2. The student will view the film, "The Machinist" and "You Always Do the Best Job". (From these films the student will be able to observe the rewards the machinist receives and the satisfaction one gets for a job done well.)

3. Students who have pets at home can command their pets to do different tasks or tricks in return for a reward. Students can record each time the pet responded to the command and what the reward was. (Example: Dog gets the newspaper. Reward - Milkbone.) Children must set up the tasks and the type of rewards to be used.

SOCIAL STUDIES

1. Students can role-play the respect Japanese workers have for those in authority and the paternalistic attitudes of employers.

2. Students can role-play the loyalty Japanese workers have for their company. They could play roles of long-time company employees discussing job openings in a new factory nearby. (most would turn down the opportunity for higher pay and shorter hours because the company has been good to them.)

3. Make a chart listing the benefits and prevailing wages and workweeks for employees of a Japanese auto manufacturing plant.

(see next page for chart)

AVERAGE WORKWEEK:	41 hours, 15 minutes
AVERAGE MONTHLY WAGE:	$610.00
WELFARE FOR EMPLOYEES:	a. houses provided; dormitories for unmarried workers; apartment housing for families b. Medical services c. lunches for employees - 50% of cost paid by company d. Resort housing for vacations provided at a charge of $2.00. Free recreational facilities.

4. Complete a chart matching the country and worker with the reward.

COUNTRY	WORKER	REWARD
Ghana/Africa	Watusi Hunter	Economic
Japan	Company Worker	Aesthetic
Brazil	Plantation Farm Workers	Emotional
China	Commune Workers	Personal

5. List the five incentives which attract people to work in a desert region in a typical kibbutz.

Example: The basic needs - food, water, shelter, free medical care, educational and recreational facilities and interest-free loans.

LEVEL VI (cont'd)

6. Make a chart comparing the rewards based upon communal living and working for the state collectively in a socialistic country such as China, or the Soviet Union, with a democratic country, such as the United States and England, based on working for personal gains.

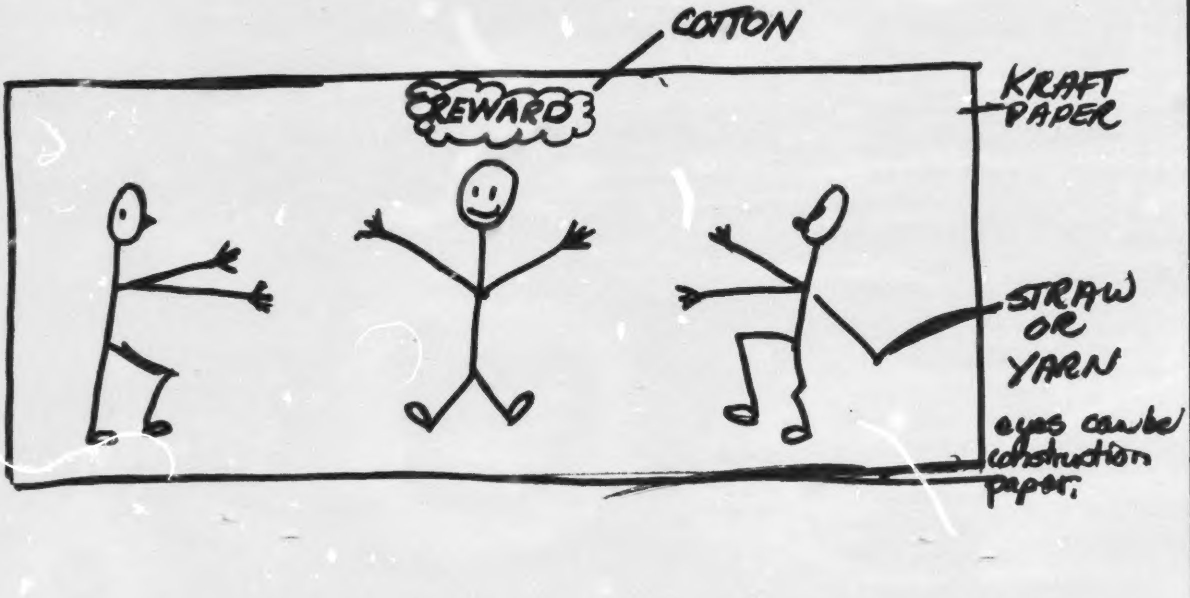
REWARDS	SOCIALIST COUNTRIES
1. Housing	Everyone works for the state. The state takes care of everyone.
2. Food	
3. Education	
4. Providing childhood rearing	
5. Providing health benefits	
6. Providing for the aged	
7. Burial	
8. Feeling of sense of responsibility for others	

LEVEL VI (cont'd)

REWARDS	DEMOCRATIC COUNTRIES
1. Monetary	Private Industry
2. Upward mobility	
3. Promotion	
4. Prestiged position	
5. Social and Health benefits	
6. Access to recreational facilities	
7. Aesthetic	

ART

1. Construct a mural of various workers with "out-stretched" arms toward a common goal.


COTTON
REWARD
KRAFT PAPER
STRAW OR YARN
eyes can be construction paper.

Materials Needed:

- a. Kraft Paper
- b. Straw or Yarn
- c. Glue
- d. Paint (your choice of colors)
- e. Construction Paper
- f. Cotton

MUSIC

1. Listen to records of work songs and describe in short paragraphs the feelings conveyed in the songs.
2. Research and list songs from different parts of the world related to different kinds of work and explain what each song expresses.
3. Have students learn one work song such as, "The Banana Boat Song" and role-play it, with each student deciding after learning the song, what role he would like to play.
4. Students can create their own song using the name of a Japanese manufacturer in the lyrics.

PHYSICAL EDUCATION

1. Select a job and create an exercise to show the body movements used in performing the job.
2. Play a game: "What is Important to Me?" Children will choose a famous sports figure. After choosing they will list the order of importance to them the various reasons for rewards.

LEVEL VI (cont'd)

TOOL TECHNOLOGY

1. Construct a game in which one will hit a lever and watch how high the button goes up the scale. On the scale should be different types of rewards. (2 bars of candy, 10 boxes of cookies, etc.)

- 100	-10 cookies
- 90	- 8 cookies
- 80	- 7 cookies
- 70	- 4 cookies
- 60	- 2 cookies
- 50	- 1 cookie
- 40	- 3 candies
- 30	- 2 candies
- 20	- 1 candy
- 10	- 1 soda
- 0	

Materials Needed:

a. One piece of heavy white pine cut to the desired size.

b. Sandpaper

c. Long glass tube

d. Round wooden mallet

2. The students can take pictures of one another. Develop and enlarge pictures; cut untempered masonite to size of enlarged photo and glue in place. Cut a 1" masonite frame and place around photograph to make sure of measurements. Paint frame and shellac. Divide mounted photograph into segments with pencil markings. Cut sections with a jig-saw.

   Materials:

   a. Kodak Instamatic Camera

   b. 3 rolls of film (black and white)
      12 prints each

   c. flash cubes needed if photographs are taken inside.

   d. 4 sheets of 2' x 4' untempered masonite

   e. carpenter square

   f. Elmer's Glue-all

   g. paint (tempera)

   h. brushes

   i. shellac

   j. jig saw

   k. pencils

   l. 12" rulers

RESOURCE PERSONS

1. Salesman
2. Volunteer Red Cross or Rescue Worker
3. Teacher
4. Policeman
5. Doctor
6. Factory Worker
7. Congressman
8. Foreign Diplomat from an Embassy
9. Actor or Dancer fron D.C. Black Repertory Company
10. Bus Driver
11. Travel Agent
12. Peace Corps Worker
13. Serviceman

FIELD TRIPS

1. F.B.I. Building
2. U.S. Capitol
3. Any Foreign Embassy
4. Action/Peace Corps Building
5. Navy Yard/Andrews Air Force Base
6. American National Red Cross Headquarters
7. Briggs Meat Packing Company

LEVEL VI (cont'd)

8. Corcoran Gallery of Art
9. Detention Center
10. Goodwill Industries

FILMSTRIPS

1. X505 - Furthering Values, K/P
2. 240 - Families Around the World, P/1
   Securing the Basic Needs.
3. 239 - Families in Action
   Different Families Have Different Needs
4. 847: Elementary Science Series

   84717 - Dry Cells In Series
   84718 - The Electric Circuit
   84719 - The Electric Switch
   84720 - Electrical Conductors

FILMS

1. "About Money", 8 minutes, sound, color. Children's Production.
2. "Why Work at All?" Guidance Associates of Pleasantville, N.Y.
3. "Family Teamwork", 17 minutes
4. "Children at Work and Play". 20 minutes
5. "The Machinist"
6. "You Always Do the Best Job"
7. "Rewards and Reinforcements", 2469 B. 26 minutes
   Prod. Iff. Dist. - P.B., 1970
8. "Why People Have Special Jobs", 2431 C, 70 minutes,
   P.I. Prod. - Loca, 1970

9. "Who Needs You", C, 11 minutes, P-I Prod. - Aims 1972
10. 813 - Living in Israel - The Kibbutz, A Self-contained Community. 82401

LITERATURE

Children's Literature

1. The True Book of Money - Elkin, Benjamin. Chicago: Children's Press, 1960.
2. Children Study American Industry - Gilbert, Harold G. Iowa: W.C. Brown Company, 1966.
3. Careers For All - Stanels, Muril and Joseph L. Gehrman, Illinois: Benefic Press.

REFERENCE MATERIALS

1. Career Guidance Manual for Elementary Teachers - George E. Leonard Project.
2. Regions of the World - Senesh, Lawrence

OTHER RESOURCES

1. Our Singing World - Pitts, Lilla B.
2. Kindergarten Books - Boston: Ginn. Songs about various occupations

Multi-Media Kits

1. The Valuing Approach to Career Education Education Achievement Company, 1973
    a. Adventures of Valuing
    b. The Fortune Fun Game
    c. Adventures in Valuing - cassettes
    d. The About Me File
    e. The Becoming File
    f. The Valuing Approach - filmstrip and cassettes

LEVEL VI (cont'd)

2. Career Survival Skills
   Focus on Affective Career Education
   Charles Merrill Publishing Company, 0745.